LIBRARIES FOR DEVELOPMENT: ISSUES AND PROSPECTS IN TANZANIA

Papers Presented at the Library for Development Conferences in Dar es Salaam and Morogoro, Tanzania

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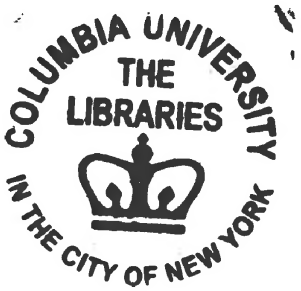
Edited by
Alli Mcharazo and Sam Kasulwa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Tanzania Library Services Board and
Finnish Library Association
Dar es Salaam

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PREFACE

This book combines together various papers that were presented at the Library for Development conferences that were held in Dar es Salaam and Morogoro respectively. The two conferences tried to re-define library's new roles of supporting community development initiatives in the developing countries especially in Africa. The conference drew experiences from libraries in the developing world and specifically the Finnish library system which has drifted away from traditional forms of librarianship, to more progressive realistic form of librarianship that make a cross sectional analysis of community information needs and realizes the significance of information and communication technology (ICT) in satisfying the community information needs and bringing about community development.

The authors of the various articles that appear in this book, seem to concur to the fact that Information needs are basic to human existence and that libraries have a key role to ensure that the community information needs are met so as to enable the respective community to move forward. The authors have also tried to identify the key challenges that hinder libraries in the third world to effectively undertake this role. The ICT issue was central in the discussion, issues associated with ICT development and accessibility were mentioned by nearly all authors as being part of the impeding factor in ICT development and its relevance in serving and satisfying community need. Other issues that surfaced at the conference included the issue of illiteracy, which afflicts a sizeable section of the people in the rural communities, lack of strategic alliances, resources including financial, physical, human and information, donor dependency, reading culture, and ICT development; etc these papers have also come up with a range of very positive suggestions on the way forward for the African countries

The two conferences were jointly organised by the Finnish Library Association (FLA) and Tanzania Library Services Board (TLSB) who also run a three year joint project that is aimed at promoting the use of information technologies in some selected communities that are served by TLSB. The long-term view of this project is to create a knowledge based society. Given the public role and position of libraries, this project is targeted to benefit a wide range of target groups, including: SMEs, women, farmers, vulnerable groups (unemployed and out of school youths), as well as new literates, who will gain ICT knowledge, and use it to catapult their business ventures and bring forth own development.

ACKNOWLEDGEMENT

Experience from the developed world suggests that libraries are instrumental institutions in influencing community development through provision of constant information and knowledge to the wider communities. It is in this realization that the Finnish Ministry of Foreign Affairs provided funds for the administration of *Libraries for Development Project*. In Tanzania, the Project is jointly undertaken by Tanzania Library Services Board (TLSB) and the Finnish Library Association. We would therefore wish to acknowledge the Finnish Ministry of Foreign Affairs for providing funds and the Finnish Embassy in Dar for its continued support to the project.

We would also wish to acknowledge Tanzania's Ministry of Education and Vocational Training (MoEVT) for supporting this project conclusively and also for participating in the workshops. The contributions made at the two workshops resulted in this publication. Without these workshops, this publication would not have been possible. We strongly commend the Ministry's support in this endeavour.

It will not be fair if we do not mention Tanzania Library Services Board (TLSB), which has not only hosted the project and gave it direction, but by and large, it has also been responsible for coordinating all activities including the workshops and a mammoth rally that culminated with paper presentations by renowned information scholarships. Without TLSB this project would not have been a success.

We would like to thank the Finnish Library Association for supervising and coordinating the project alongside TLSB. The two institutions worked tirelessly to make this project a success. Without them, this Project would not have raeched this level of success. On the other hand, we will not forget IFLA President, Ms Sinikka Sapila - for her immense contribution to the project and for supporting it.

We would also like to recognise the Namibian Library and Archives Services (NLAS) for sharing their experience with TLSB on issues of ICT use in libraries and maintaining viable community library systems. The contributions have very much enriched the experiences of the Project practitioners. Finally, but not least, we would also wish to recognize the individual efforts of Marjatta Lahti, Alli Mcharazo and Veno Kauaria for their support in coordinating the Project and Minna for well administering the Project.

Alli Mcharazo and Sam Kasulwa
Editors

KEY TO ABBREVIATIONS AND ACCRONYMS

ANC	African National Congress
CCM	*Chama Cha Mapinduzi*
CEDAN	Convention on Elimination of All Forms of Discrimination Against Women
CHADEMA	*Chama cha Demokrasia na Maendeleo*
CHF	Community Health Fund
CIDA	Canadian International Development Agency
COTUL	Consortium of Tanzania University and Research Libraries
CRO	Certificate of Right of Occupancy
CSO	Civil Society Organisations
CSSC	Christian Social Services Commission
DFID	Department for Foreign and International Development
DL	Digital Library
DW	German Adult Education Association
E-journal	Electronic Journal
EFG	Equality for Growth
E-library	Electronic Library
ENVIORECARE	Environmental, Human Rights Care and Gender Organisation
EOTF	Equal Opportunities for all
FAWE	Forum for African Women Educationalists
FEMACT	Female in Action
FINCA	Foundation for International Community Assistance
FLA	Finnish Library Association
FMG	Female Genital Mutilation
GBI	Gender Building Initiative
GDP	Gross Domestic Product
GTI	Gender Training Institute
HTML	Hyper Text Mark up Language
HTTP	Hyper Text Transfer Protocol
ICE	Institute of Continuing Education
ICT	Information Communication Technology
IEC	Information, Education and Communication

IFLA	International Federation for Library and Information Associations
IFM	Institute of Finance management
INASP	International Network for Availability of Scientific Publication
IT	Information Technology
ITBN	Insecticide Treated Bed Nets
MOCs	Massive Online Courses
MCDGC	Ministry of Community Development, Gender and Children
MEDA	Mennonite Economic Development Associates
MMR	Maternal Mortality Rate
MOEVT	Ministry of Education and Vocational Training
MUCCOBs	Moshi University College of Cooperative
NACP	National Aids Control Programme
NCCR-*Mageuzi*	National Convention for Construction and Reform
NGO	Non Governmental Organisations
NLAS	Namibian Library and Archives Services
NMSF	National Multi-Sectoral Framework
OECD	Organisation for Economic Cooperation and Development
OGP	Open Government Partnership
OUT	Open University of Tanzania
PCCB	Prevention and Control of Corruption Bureau
PITRO	Programme for Institutional Transformation, Research and Output
PMTCT	Prevention of Mother to Child Transmission
PRIDE	Promotion of Rural Initiatives and Development Enterprises Limited
RANET	Radio and Internet for the Communication of Hydro-Meteorological Information
SACCOS	Savings and Credit Cooperative Society
SADC	Southern African Development Cooperation
SELF	Small Enterprises Loan Facility
Sida	Swedish International Development Cooperation Agency
SMEs	Small and Medium Enterprises
SNAIL	Sokoine National Agriculture Library

SOSPA	Sexual Offences Special Provision Act
SUA	Sokoine University of Agriculture
TACAIDS	Tanzania Commission for Aids
TAMWA	Tanzania Media Women Association
TANU	Tanganyika African National Union
TAWLA	Tanzania Women Lawyers Association
TAWLAE	Tanzania Women in Law, Agriculture and Environment
TENMET	Tanzania Education Network
TGNP	Tanzania Gender Networking Programme
TLP	Tanzania Labour Party
TLSB	Tanzania Library Services Board
UK	United Kingdom
UNAIDS	United National Programme for HIV/AIDS
UNESCO	United Nations Education, Science and Cultural Organisation
URL	Uniform Resource Locator
URT	United Republic of Tanzania
USDM	University of Dar es Salaam
UWT	*Umoja wa Wanawake Tanzania*
VVF	Vesico Vagina Fistula
WAMA	*Wanawake na Maendeleo*
WIPE	Women in Poverty Eradication

OPENING SPEECH
By
H.E. MINISTER FOR EDUCATION AND VOCATIONAL TRAINING,
HON. DR. SHUKURU KAWAMBWA, MP

(Read on his behalf by Deputy Permanent Secretary of Ministry of Education and Vocational Training, Mr Selestine Gesimba)

I feel greatly honoured to be invited here today to officially open this important "*Conference on Libraries for Development*". Truly, I find it an honour and a rare privilege to stand before you and undertake this crucial assignment. *Ahsanteni sana.*

I am also cognizant of the fact that, this conference has brought together participants from several African countries as well as Europe. I want to take this opportunity to officially welcome you all to Tanzania, and in particular, to Dar es Salaam, which translates as the "*the heavens of peace.*" As the name implies, Dar es Salaam and indeed the whole of Tanzania is renowned worldwide for its peace and tranquillity that can never be found elsewhere in Africa. Visitors to Tanzania are assured of a warm stay and friendly smiles all through. This is our tradition.

While in Tanzania, please make an optimal use of your stay to visit some of our very famous tourist attractions and historical sites, like Mikumi, Serengeti, Ruaha, Manyara and Udzungwa national parks, Ngorongoro Conservation Area (NCA) as well as Zanzibar, Kilwa and Bagamoyo ruins and historical sites. I assure you that, you will not be disappointed.

Ladies and Gentlemen, I am also delighted to hear that, the Finnish Library Association (FLA) and Tanzania Library Services Board (TLSB) have jointly entered into a partnership and undertake a three year joint project that is aimed at promoting the use of information technologies in some selected communities, which are served by TLSB. The long-term view of this project is to create a knowledge based society. Given the public role and position of libraries, I can see this project, benefiting also wide range of target groups, including: SMEs, women, farmers, vulnerable groups (unemployed and out of school youths), as well as new literates, who will gain ICT knowledge, and use it to catapult their business ventures and bring forth own development.

I am fully aware and believe heartily, that through this generous financial support by the Finnish Ministry of Foreign Affairs, through the Finnish Library Association, TLSB will be able to uptake the initiatives of the knowledge based society to the grassroots level.

Conference participants, since you are going to confine yourselves here, today and tomorrow, to deliberate issues, opportunities and challenges,

associated with libraries and development, it will be nice if you will find some time to redefine the new roles of libraries. We all know that, libraries world over, are currently drifting away from traditional forms of librarianship, i.e. being just custodians of information to more progressive forms of being knowledge managers, who can influence the betterment and development of our people. In other words, modern progressive libraries have a clear role of influencing community development as well as supporting and directing the peoples' war against poverty

This conference could not have come up at any other opportune time than this. A sizeable section of the people in Tanzania lives in abject poverty. Let your presence in Dar es Salaam bring together a myriad of experiences and expertise, that will help to draw a clear project road map for these people to rid themselves out of this quagmire of poverty and bring about their development. This will certainly make your project, i.e. *Libraries for Development* more meaningful.

Ladies and gentlemen, let it be clear to you that, there could be no development in this fragile earth of ours, if we do not make an optimal use of knowledge and information. To get to knowledge based society, in its simplest terms, is all about effective and optimal use of information and knowledge to bring oneself development. Since knowledge based society is said to hang around effective and efficient use of information and knowledge, It is worth noting here that, developing knowledge capacities of our citizens to master and sustainably harness their environment(s) with a view to bring about their own development is therefore a matter of paramount importance.

Conference participants, to use your own phrase: *libraries are growing organisms*. The literal interpretation of this famous phrase is that libraries need to grow with needs and demands of its society. If they do not do that they cease to be useful and relevant to their very communities they are supporting. I am therefore deeply delighted to see that, TLSB and FLA are coming together to address the issue of knowledge management and peoples' development. I am told the project's initial plan targets to build capacities of TLSB staff in ICT use and through spill-over effect; communities too will be reached at.

Ladies and Gentlemen, it is undeniable fact that, high technological development that have been attained in the 21 century, have tremendously improved both efficiency and dynamism in our organizations. Libraries, as social organizations, have also been swept by this wind of change. Library managers are therefore required to actively help their organizations to undergo this metamorphic change consistently with the global technological changes.

In this way, the 21st century library will be very different from the previous libraries both in form and content. Mechanisms for service provision in the 21st century library should strictly be outward bound as opposed to the traditional

inward method of operations in the previous generations. The same is also true for the missions and visions of our libraries. I am happy to see that TLSB and FLA are now reaching out communities and helping them to change through exposure to ICT and information use.

Finally, allow me to take this opportunity to thank the Finnish Ministry of Foreign Affairs, H.E. the Ambassador of Finland to Tanzania, Tanzania Library Services Board, Finnish Library Association, all speakers and chairpersons at the conference, the organizing team and all participants for making this conference possible and successful. I wish all of you a very fruitful discussion and deliberation, and, once again, I thank you for inviting me to officiate at this important conference.

Mr. Chairman, Ladies and Gentlemen, I now have the pleasure to declare this ***Conference on Libraries for Development*** officially opened.

Thank you, and God bless you all.

TANZANIA LIBRARY SERVICE BOARD AT 50: CHALLENGES AND RESPONSES

Kingo J. Mchombu

Abstract

When Tanzania Library Services Board (TLSB) was established in the 1960s the literacy rate was low and the country's mass media was underdeveloped, with few newspapers, no television station, and one radio station under the Tanganyika Broadcasting Corporation. In the 1990s the role of information and knowledge received increasing acknowledgement from organizations such as the World Bank. Countries such as Singapore, Malaysia and India have given a higher priority to knowledge matters than has Tanzania, but it would be difficult for TLSB to achieve a great deal on its own: other players in the knowledge industry must be involved. The digital revolution is changing everything, and as the majority of TLSB users are young people the organization must move towards e-resources and remote access.

1.0 Introduction

The Tanganyika Library Services Board was established in 1964, three years after the independence of the then Tanganyika. The speed with which the library sector received the attention of law makers could be interpreted as indicative of the high priority placed on libraries and the education sector in general. A pilot library was opened in Dar es Salaam in 1965, followed shortly by the opening of the National Central Library in 1967. The founding President of Tanzania, Dr Julius Nyerere opened the National Central Library in Dar es Salaam in 1967. In his speech he pointed out that:

> "the real importance to our nation of this Central Library derives from the fact that it is the hub of a wheel, from which spokes will reach out to towns and villages throughout mainland Tanzania." (Kaungamno and Ilomo, 1979).

The founding President was an enthusiastic advocate of the Tanzania Library Service (TLS) and envisioned it as a great umbrella under which all types of libraries would be created. He also wanted libraries to be educational, developmental and cultural centers: places where both readers and writers could be nurtured. In that way, books in native Kiswahili would eventually fill the library shelves.

The information environment in the then Tanganyika, during the nineteen sixties was quite bleak. The literacy rate was very low (20-25%). The mass media was an underdeveloped sector, with few newspapers, and no television station, as well as only a few subscription libraries scattered in the country. There was one radio station – under the Tanganyika Broadcasting Corporation.

A major milestone in the development of libraries and the education sector occurred in 1967 with the proclamation of the Arusha declaration policy framework. The declaration changed the Tanzania's development policy from capitalism to African socialism. The socialist form of development had two opposed outcomes for libraries and the information sector. On the positive side, there was huge political will to support education and libraries. On the negative side, there was a major push towards political control over information flow and censorship become rampant aimed at curtailing freedom of expression and information sharing.

The state of affairs continued to exist until the departure of Tanzania's founding President, Julius Nyerere, after which the country quietly abandoned socialism and adopted capitalist form of development. The shift in development policies occurred around 1985, when the country reintroduced capitalism instead of African socialism. The country was forced to abandon most of the social welfare policies introduced earlier, such as support for adult education and education in general, as part of the condition for receiving external donor funding. One of the consequences was that the high rates of literacy achieved earlier, were reversed because of lack of support, and literacy shrunk from 85% of the mid-1980s to barely above 60% literacy rate in 2010 (World Bank, 2010).

One positive development in the information sector was the rapid growth of the mass media in the form of newspapers and television stations and radio stations exploding exponentially. The number of institutions of higher learning also grew tremendously, partly because of the participation of the private sector in setting up institutions of higher learning, and each one of them had a library thus significantly increasing the number of libraries in the country.

2.0 An information and knowledge revolution era

The mid -1990s threw different challenges to TLSB. The role of information and knowledge in human development was catapulted to the forefront by various international and national policy documents. One of the primary documents in this regard was the World Bank Development Report of 1998/99 which was subtitled *Knowledge for Development* (World Bank 1998). The report demonstrated the important role of knowledge for human development – and compared it to other factors of production e.g. land, capital and labour and concluded that there is a new factor of production namely knowledge, which is more powerful than the former factors of production.

In one of the examples Ghana was compared to Singapore – and it was claimed that at the time of independence, in the 1950s, they all had the same level of development – today Singapore are 10 times more developed than Ghana – mainly because of intensive knowledge utilisation to economic development (World Bank 1998).

Many countries and international organisations now subscribe to the concept of knowledge based economic development – some countries like Malaysia have a Knowledge for Development Plan, Singapore too has a similar planned approach to harnessing knowledge resources – under the vision of creating an intelligent island. India, in contrast, has set up a National Knowledge Commission to oversee and coordinate all the activities of knowledge related organisations, including libraries, which have the broad and overarching aim to:

> "...enable development of a vibrant knowledge society... This entails both a radical improvement in existing knowledge, and creating avenues for generating new forms of knowledge..." (National Knowledge Commission On-Line)

A key contribution of India's Knowledge Commission has been to recommend the creation of vast digitized resources for easy access by all citizens – to facilitate universal access to knowledge resources through an "information commons concept. The primary aim of information commons is to ensure that historical documents should be digitized and made available through open access channels". Malaysia by comparison, has integrated knowledge for development into its development planning framework. According to a Press Statement issued by the Ministry of Finance in 2000, the Malaysian Knowledge Management Master Plan was aimed at achieving the following:

> Transforming Malaysia into a highly competitive resilient economy in an increasingly borderless world, in which those in the forefront of knowledge and technology advancement, such as in information and communication technology has the cutting edge. In this regard, Malaysia must excel in acquiring, generating, communicating and exploiting knowledge commercially, in order to be a global player and to be able to sustain long term growth....(Malaysia Ministry of Finance, 2000)

When we compare what has been happening in Asian countries with what has been happening in Tanzania, we may conclude that Tanzania has not given such a high priority to knowledge matters comparable to Malaysia, Singapore, India and other South East Asian countries (of course developed countries as well). It certainly would be difficult for Tanzania Library Service Board to craft a role for itself in isolation as one needs other players in the knowledge industry to be involved. Given this policy vacuum, there are serious gaps in the country's endeavour to become a competitive country, in the context of globalization and regionalism. The World Economic Forum has

ranked Tanzania's competitiveness as 120 out of 144 countries in 2014 (World Economic Forum, 2014). It is recommended that given the above limitations, TLSB should play the role of advocacy for the creation of Knowledge Master Plan to enable the knowledge needs of the nation to be audited and identified and arrangements made to build required knowledge resources as part of a long term plan.

3.0 The digital revolution era

Another important feature which has shaped the information environment in which organisations such as TLSB find themselves, namely the digital revolution currently underway. The digital era has several tools at its disposal and we shall briefly describe the most prominent. The Internet and World Wide Web have completely transformed how information is created, communicated and stored in the world of today. Since its discovery in 1990 , by Berners-Lee, the web has changed the whole concept of access to information – as anyone can access information on the web for free – i.e. no charge to get on to the web, although one may encounter charges for obtaining specific documents or data on the internet. The web is based on three elements:

a) System of global unique identifiers for the Internet resources using uniform resource locator (URL)
b) The publishing language of Hyper Text Mark up Language (HTML)
c) Hyper Text Transfer Protocol (HTTP)

The web is not the same thing as the Internet. The former is a collection of documents interlinked while the latter is a global system of interconnected computers. The combination of web and internet has created an opportunity for a vast array of communication technologies which are produced at unprecedented speed – worldwide it is estimated that over 2.4 billion people are connected to internet – in Africa the estimate is much lower – 15%.

Currently there are more powerful laptops and cell-phones which can access the internet and fibre optic cables which can carry vast quantities of data at a cheaper rate. For example, the submarine cable system which now encircles the continent of Africa is one such vast highway for carrying vital information at a much lower rate than the previous method of using satellite communication. We are into a new era of broadband and vast bandwidth era and the possibilities are limitless. Africa is estimated by ITU to have 167,335,000 internet connected users – about 15.6% of the population – Tanzania has around 11% of the population with internet connection. What the figures don't clearly show is the big number of people in Africa who use cell phones - cell phone subscribers many of whom use the handsets to access the internet (BBC 2014). The availability of such a high number of internet enabled devices provides access to vast information resources on the web – most of it free of charge to many people.

Apart from accessing the web, the devices enable people to collect information which they can act on immediately e.g. Congolese fishermen without fridges who keep their fish in the water till a buyer calls and then take out the fish to the buyer – no need for refrigeration or spoiled fish or bad smell? (Schmidt and Cohen, 2014). How many more such innovations are available on the web? Such information can be freely shared so that people can find solutions to their problems or use it to stimulate their own innovations, which they can also put on the web and share their own knowledge. Local languages may flourish as local content becomes possible. As more people come online they can share their content in their own language which has not always been possible in the past.

Libraries such as TLSB are challenged to find a role in the digital revolution currently under way - one of the most important aspects of the new information environment. We not find ourselves in in an information rich and technology dominated world. Another important trend which we discuss below is open source movement.

Open source movement has been growing in strength throughout the world and aims to provide equal access to the world's vast knowledge resources – at low cost or entirely free in order to stimulate further innovation and development- refer to PLOS i.e. Public Library of Science (http://www.plos.org) and AJOL (http://www.ajol.info/) African Journals Online. The major problem is of course that the vast content is not organised to make it easier to find what one is looking for and quality assurance is not always possible. The International Federation of Library Associations and Institutions (IFLA) and UNESCO have come up with a Manifesto on Digital Libraries which are defined as follow:

> A digital library is an online collection of digital objects, of assured quality, that are created or collected and managed according to internationally accepted principles for collection development and made accessible in a coherent and sustainable manner, supported by services necessary to allow users to retrieve and exploit the resources (IFLA and UNESCO, 2010)

Many countries are now involved in digitization programmes as agreed at the World Summit on the Information Society, 2005. It is important that TLSB is not left behind in the advancement of technology as users are heavily influenced by technologies they see and use in main stream society. Information seeking behaviours of TLSB users will also be influenced by the new information environment – for example, many young people are technologically very advanced and they are often referred to as the internet generation or digital natives.

Not surprisingly, there are currently many e-resources which will attract the young generation for example, in education and learning in general - which allow children to learn at their own pace. Some of the resources available include eLearning courses, and audio visual resources such as YouTube providing up to date materials in almost every subject and excellent visual examples which make learning easier (e.g. Khan Academy) (https://www.khanacademy.org/). Some good examples of courses which are available for learners to learn on their own are on this website. However with so many resources available in the internet, users require digital literacy will to make optimum use of these resources. In some cases, ICT literacy will also be required in cases where users are not ICT literate. TLSB can play a key role on the provision of both ICT literacy and digital literacy to assist users to access and make intelligent use of the vast resources available in the Internet.

An interesting dimension is the introduction of e-books which do not require a physical bookshop or physical library and compares well with *M-Pesamobile* transfer of money which does not require the banking sector. The famous - *Amazon dotcombookshop* -which sells ebooks and Kindle readers and tablets, does not require a physical location to do its business.

4.0 Education and training of librarians and information scientists

All these changes in the information environment require new roles for institutions which are involved in the education and training of librarianship and information science. One area in need of revising is the curriculum and continuing education programmes for librarians to incorporate elements of digital librarianship. Choi and Rasmussen (2006), for example, have divided the training and education needs of future librarians to three categories: i) Digital Library (DL) architecture and software, ii) library related and iii) other support areas. While DL architecture and software need to include technical and quality, standards, web mark-up languages, database development and management systems and web design skills. The authors have also identified user needs, digital archiving and preservation, cataloguing, metadata, indexing and collection development to be addressed by library related skills. In the category of other support, areas that include Communication and interpersonal skills, project management/leadership skills, legal issues, grant/proposal writing skills, teaching and group presentation skills have been identified.

The new area of digital librarianship is still evolving and no doubt new areas will be added as more experience is gained - the purpose of this paper is to indicate its importance and the need to pay attention to it.

5.0 Conclusion and recommendations

When TLSB was created 50 years ago, the country had just attained independence. It was a time when the information environment was quite

underdeveloped with only a few libraries and a mass media sector which was dominated by only a few newspapers and one local radio station. Initially through strong government and donor support, TLSB was able to develop very rapidly. At the age of 50, TLSB faces different challenges from those which were there in the 1960s and hence different responses are needed. Below are a few recommendations on how TLSB can make the changes required to cope with the new information environment at national and international levels:

a. TLSB must meet the new challenges of the changing information environment - which include a robust e-environment, knowledge revolution, digital revolution era, and e-Librarianship - by repositioning itself to take advantage of the opportunities presented by the new information environment.
b. The majority of users are young people and are digital natives- so there is need to set up collections which are full of digital content, e-books and e-services including e-repositories, because some readers will be far away but want to use the library 24 hours and seven days a week. The move towards e-resources to some extent will also bring more update information to users.
c. Given the new areas opening up, there is need for education and training of staff to acquire new skills, capabilities and attitudes in an increasingly e-environment information sector

May I wrap up by saying TLSB at 50 - marks a new beginning because of the complete shift and changes in the information environment -rather than continuity with the old information environment? It is both challenging and exciting to be working in TLSB at this time.
HAPPY BIRTHDAY TO TLSB AT 50

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PARTERSHIPS, ICT AND MAKING PUBLIC LIBRARIES RELEVANT TO COMMUNITIES IN TANZANIA AND NAMIBIA

Alli Mcharazo, Veno Kauaria and Marjatta Lahti

Abstract

"The traditional approaches to providing library Information and Communication Technology (ICT) services in Africa have never been successful in addressing adequately all community problems and needs because of inadequate library resources, failure to make a more realistic cross sectional analysis of community information needs and realization of the significance of ICT in bringing about development. The paper suggests that through partnerships, developing countries will be able to address issues of access to ICT and relevance for the purpose of serving and satisfying community needs.

1.0 Introduction

Mcharazo (2000) observes that, the traditional approaches to providing library Information and Communication Technology (ICT) services in Africa have never been successful in addressing adequately community problems and needs. This is due to, *inter alia,* inadequate library resources, failure to make a more realistic cross sectional analysis of community information needs and realization of the significance of ICT in bringing about development.

It is undisputable fact that libraries, all over the world, are struggling to survive on very lean budgets, and continue to vigorously compete for funds with other equally important community needs. In Africa, this struggle is made much more difficult, because the meagre financial resources, that are disbursed by governments have to be equally divided, between public library utilities and the long list of social amenities, like the provision of health services, education, campaigns against HIV/AIDS, eradication of malaria initiatives, provision of safe water for all, Maternal Child Health (MCH) care for children under five years etc. Public libraries, in this case, hardly get enough funds to cater for its user needs

Since public libraries in Africa continue to serve as peoples' universities, the continued scramble for funding and meagre resource allocation, threatens to tear asunder a horde of the poor people in the streets who are being served by these universities. Yet, despite the threat, librarians are still optimistic that public libraries are still powerful agents of change, and that they will inevitably succeed to bridge the digital divide gap in Africa.

The recent establishment of a partnership between Tanzania Library Services Board (TLSB), Namibian Library and Archives Services (NLAS), Finnish Library Association (FLA) and Finnish Ministry for Foreign Affairs could not have come at a more opportune time than this. The partnership is not only going to provide an insight on how a collaborative project can help to address issues of access to ICT and relevance for the purpose of serving and satisfying

communities and library staff in Tanzania, Namibia and Finland, but, it will also provide the needed resources, to spearhead a programme that can become a National programme, beyond the partnership.

This paper is going to discuss major implications of ICT usage for Tanzania, Namibia and elsewhere in the developing countries, where ICT and information provision practices are put to use. The Project is expected to provide a rich experience to even other countries in the developing world which face similar ICT and information provision issues.

2.0 Background

The roles of public libraries have continued to undergo structural changes in line with the global trends. At different historical epochs, libraries have witnessed new roles being included in their long list. "IFLA/UNESCO guidelines for development" (2001) clearly stipulated, for example, the purposes of public libraries, as to "provide resources and services in a variety of media, to meet the needs of individuals and groups, for education, information and personal development, including recreation and leisure. The guidelines noted that Public libraries have also another important role in the development and maintenance of a democratic society, by giving individual access to a wide and varied range of knowledge, ideas and opinions.

When narrating the South Africa public library experience, Raju and Raju (2010) saw public libraries as being an essential pillar of democracy. In his case, libraries were believed to be instrumental in strengthening democracy through wide distribution of library materials that would strengthen peoples understanding and awareness of the need for perpetuating democracy

Yet again, in its twelve mission statement, "IFLA/UNESCO public library manifesto (1994), mentions additional roles of public libraries as, to ensure easy accessibility of all sorts of community information to its citizens and to provide adequate information services to local enterprises, associations and interest groups. It also emphasizes on facilitating the development of information and computer literacy and promotion of ICT by public libraries and community centres.

Onojaefe and Leaning (2007) observed that: "Small businesses must use a combination of technical and managerial skills to develop and deploy technology effectively and to enhance partnerships... Investment in information and communication technologies is seen as a key issue, not only for efficiency reasons but for strategic reasons as well..."

With the rise of SMEs numbers, which in earnest began in the 1990's following the relaxation of economic policies in many developing countries, (Tanzania and Namibia included), the roles of libraries expanded and assumed a new course.

The people who operated most of these SMEs happened to have a weak economic base, which did not allow them to attend colleges and acquire modern skills that would have helped them to operate efficiently their small businesses. In Tanzania, for example, the SME Development Policy (categorically stated that, "the situation of SMEs in Tanzania is that of limited access to information caused by lack of awareness on its importance and the prohibitive costs of acquiring the same" (United Republic of Tanzania: Ministry of Industry and Trade, (2002)). It is the role of public libraries in Tanzania to therefore, support these SMEs, by providing them with relevant information and where necessary, building their capacities in ICT usage, with a view to enable them access more useful information from the social media. Public libraries should do the same with other social groups such as the unemployed, disadvantaged, farmers, miners and those facing health challenges.

The above IFLA and UNESCO statements are important in providing the necessary standards to be followed by libraries. The actual practice, however, requires more than issuance of statements. It requires resources, commitments and prioritisation.

Although ICT usage has improved tremendously in academic and special library sectors in Africa, the situation with public libraries has not changed much. Analysing the literature on public librarianship, Issak (2000) observed that:

> "the situation of public libraries in Africa is deteriorating, because factors such as the economic crisis, the lack of definition of the role of libraries, an excess of centralisation in management of libraries, and lack of human resources able to run the libraries professionally...

The above observation suggests that, it may take some time for many public libraries in Africa to realise the IFLA and UNESCO ideals and be truly people's universities. At the macro-level however, this means public libraries are rendered unsuccessful in supporting economic development, whereas at the micro-level, they are limited by realities of the present day libraries, including; shortage of reading resources, inadequate skills amongst librarians, decrease in levels of literacy amongst citizens and lack or inadequate provision of ICT resources.

3.0 Partners

The Tanzania Library Services Board (TLSB) is a parastatal organization within the Ministry of Education and Vocational Training (MOEVT). Although lacking adequate funds, the emphasis of the government has nevertheless been to develop education system that is closely interwoven with library service provisions. In this way, a network of libraries, covering the whole country has

been developed, and many librarians with either a diploma or degree level education in library science have been assigned to manage this network of libraries. Despite the development, it has been found out that, majority of these librarians lack enough exposure of ICT expertise, hence operating solely on traditional methods of librarianship. TLSB is now strategizing a new approach that puts emphasis on libraries to contribute to the development of a knowledge based society. This will provide a solid ground for cooperation ventures with institutions and organisations in and outside Tanzania.

Namibia Library and Archives Service (NLAS), is one of the Directorates at the Namibian Ministry of Education. It is also a partner in this project, who has a big task of transforming the library services in Namibia, to serve the majority of the people in post-apartheid era in Namibia. The Directorate was included in the Ministry of Education´s Education Training Sector Improvement Programme (ETSIP) in 2006. This inclusion saw to it that libraries became part of the ICT in Education programme, and all the community libraries in Namibia were to be connected to the internet by 2013. NLAS has gradually started providing computer and internet connectivity to the community libraries, but it was soon discovered that the libraries are managed by staff whose professional training is not adequate to meet the demands of the community members for information and ICT use. Therefore, this Project is a right project which came at the right time for Namibia. It will give a boost and help NLAS to develop particularly the training and in that way continue its services on its own in the future. Improving human resources capacities will turn libraries into modern information centres, and it is to be expected that functional centres which have proved to be useful for the community, will attract more funds for the service.

The Finnish Library Association (FLA), established in 1910, is a non-governmental organization promoting libraries in Finland. It is advocating for library cooperation, improving the level of professional education of librarians, increasing the state support for libraries and international connections. It has about 2 000 personal members, most working in public libraries. It receives its funding mainly from the membership fees, publications, organizing seminars as well as from the state and other public support. International cooperation has always been part of the functions of FLA, and the present cooperation with TLSB and NLAS reflects the willingness of the members of FLA to continue the work in the field of development cooperation.

4.0 Development agenda

There are many contrasting definitions of the term development. Some definitions echo leftist, others rightist ideologies. Perhaps the most neutral definition of the term is provided by (Wikipedia, 2012) thus:

> "It is about much more than the rise or fall of national incomes... It is about creating an environment in which

> people can develop their full potential and lead productive, creative lives in accord with their needs and interests... Human development is thus about much more than economic growth, which is only a means – if a very important one – of enlarging people's choices..."

Libraries and information are important tools in bringing about human development, in the sense that agenda for development needs to be well articulated using available information and well communicated to the concerned parties. Hamilton-Pennell (2008) has observed that "public libraries are natural partners in local economic development efforts. They are usually located in a community and provide a variety of resources designed to foster human growth and development, promote early literacy and school readiness, and develop workforce capacity".

Tanzania's development agenda is well defined in its Vision 2025 document (United Republic of Tanzania (URT), Tanzania Development Vision 2025, 1999. The essence of these documents lies in the fact that, they seek to address issues of high quality livelihood, peace, stability and unity; good governance, having a well educated and learning society and a competitive economy capable of producing sustainable growth and shared benefits.

The Republic of Namibia Vision 2030, (2004)) reflects many similarities with that of Tanzania: they both seek to have a prosperous and industrialised nation, developed by human resources, enjoying piece, harmony and political stability. What is even more remarkable in this Vision is the recognition and urge to turn Namibia into a knowledge-based economy.

As far as this Project is concerned, the main development objective is to promote the knowledge based society and use of information technology at libraries, so as to render better and relevant services to the residents of the recipient countries. The Finnish Library Association will assist Namibia Library and Archives Services and Tanzania Library Services Board, to extend the services of the knowledge based society to the grassroots level, give tools for democratic participation, promote literacy, give information about health issues and support the economic empowerment in the local communities by e.g. assisting SMEs, especially disadvantaged groups such as female entrepreneurs.

5.0 Partnerships and cooperation

Partnerships bring in all sort of positive aspects to partnering organisations. Exchange of ideas and personnel, financial support and emulation of ideas are but a few things a partnering partner can benefit out of partnership venture. It is for this reason that many developed and developing countries have come up with private – public partnership policies. The Government of

Republic of Namibia Civic Organisation Partnership Policy (GRNCOPP)(2005) seeks to bring the government closer to the people and create partnership opportunities that benefit the government and civil society. The Walvis Bay Corridor Group (WCG), which serve as a service and facilitation body for integrated corridor development and founded with an aim of increasing the utilisation of Walvis Bay corridors via the port of Walvis Bay to and from Southern Africa (Namibian Trade Directory, 2005) is an outcome of this policy. In Tanzania a similar policy exists. The Tanzania's National Public Private Partnership Policy (2009) has brought good things and made it possible to have many collaborative projects – one of the many examples is the partnership between Abbott Fund and the Government of Tanzania that strengthens the country's health care system (Abbot Fund Website, 2011).

Working and planning together with FLA will bring results which are expected to substantially contribute to transforming the TLSB and NLAS services to meet the present-day needs of the customers.

Tanzania, Namibia and Finland differ in size and economic resources. However, Tanzania and Namibia have in their national policies included libraries as access points for ICT services, and the Finnish libraries have long implemented these principles in practice. These factors will form a necessary foundation for a sustainable development of the ICT service provision of the libraries, and even for implementing this Project. Yet, both NLAS and TLSB lack adequate professional training and experience in implementing the tasks of a modern librarianship while Finnish libraries have already gained considerable experience in this field. By sharing this professional knowledge with NLAS and TLSB, FLA can help them to achieve their strategic objectives, particularly in developing the libraries to be learning and information centres that make use of the ICT.

However, the partnership came out of earlier small scale partnership initiatives. Tanzania is a long term development cooperation partner with the Finnish Ministry for Foreign Affairs, and Namibia has had long and special ties with Finland ever since the 19th century. FLA and Finnish librarians have had close connections and worked together with the library organizations of both of these countries. Knowing each other over a long period will give a good ground for the cooperation and will make many practicalities easier to handle. In 2002, Haavisto and Karhula (2002) conducted a survey about Namibian libraries, and produced a report called Namibian libraries – bottlenecks and recommendations to solve them. The work was commissioned by the Namibian Library Council and the Ministry for Basic Education, Sports and Culture (now Ministry of Education). Ms Marjatta Lahti, Project Coordinator of this Project, has worked from 2003 to 2010 with NLAS in the framework of Vantaa – Windhoek project which is part of North – South Programme, administered by the Association of Finnish Local and Regional Authorities (AFLRA) and sponsored by the Finnish Ministry for Foreign Affairs. With the help of this project, an innovative library concept in a suburb of Windhoek has been

established. The results have been so positive that NLAS is eager to replicate the model even in its other libraries. The Municipality of Windhoek has a good and keen working relationship with both NLAS and the University of Namibia, and therefore also the personnel of NLAS have closely cooperated with Finnish librarians for many years. Both Ms Lahti and Ms Sinikka Sipilä (current IFLA President Elect) had close contacts with TLSB during the South African National Congress (ANC) Library Project (Ms Lahti 1985 -1990 and Ms Sipilä 1991-1992) which was based at Morogoro, Tanzania. The project was sponsored by the Finnish Ministry for Foreign Affairs. TLSB is running both non-graduate Certificate Diploma courses for library workers, and the ANC students participated in these courses. The ANC Library also cooperated with the Regional Library at Morogoro, and through these contacts the ties with TLSB became quite close.

The strength of this Project lies in the fact that it addresses issues of cooperation at both South-South and North-South cooperation levels. It creates an opportunity for library staff in Tanzania and Namibia to have exchange programmes. In 2011 senior staff from NLAS visited Tanzania, and they were impressed by TLSB efforts to establish a public library in every region and district in Tanzania. TLSB senior staff, when visited Namibia, were also impressed by the Katutura Community Library Model in the outskirts of Windhoek. Both parties had learned a lot from the other partner – the true spirit of South-South Cooperation. The Tanzania and Namibia's library staffs, under the project agreement, have an opportunity to also visit Finland. As the public library system in Finland is well developed, this will be an opportunity for colleagues in Tanzania and Namibia to learn new things that can be used as points of emulation.

6.0 Anatomy of the project

Aim

The aim of the project is to promote the knowledge based society and use of information technology in libraries, so as to render better services to the residents of the recipient countries. By supporting the knowledge based society, the Project is automatically addressing also a number of other issues, e.g. bridging the digital divide, improving living conditions of people, supporting education, including literacy, and promoting the skills of the civic society.

Extending the services of the knowledge based society to groups of women will particularly improve their skills in the above mentioned fields. The most vulnerable groups of people (unemployed youth, farmers, new literates) who have had a difficulty in accessing ICT services will now have a free access to them. Information on HIV / AIDS and other diseases as well as preventive health methods, made available at the libraries and disseminated to the public, will add knowledge about the health issues. The above goals are in unison of the development goals of the recipient countries, as explained in the earlier paragraphs.

Essential project components

The capacity building of the partners will be supported by training the personnel in ICT and information search skills to enable them to teach various non government organization (NGO) groups and individual community members. Decision makers in both countries will be involved to raise their awareness on the role of libraries in supporting national development goals. Workshops will be arranged for the personnel, customers and decision makers, expert help in implementing and training is used and study tours for the personnel arranged.

Benefits

The beneficiaries of this project are direct to all countries, Tanzania, Finland and Namibia: the library personnel as well as the decision makers of the partner countries. The library personnel will receive training in various forms, and some of them will even become trainers who will train others (a cascade method). When the library personnel are better educated and have proper resources, better library services can be rendered to all the community members. Efficient services will attract more people to use the services, and in so doing, better their lives. Particular attention will be paid to the following groups: Small and Medium size Entrepreneurs (SMEs), mainly women; vulnerable groups; new literates; HIV/AIDS and other health issues.

The following are to be achieved by the project in Namibia: creation of a sustainable model for ICT access through community libraries; ICT and IT - literacy training skills of 13 library personnel; training in basic ICT literacy and efficient use of internet for 960 people per year in 20 communities, totalling 2880 people by 2014; community members making use of the ICT services of libraries for the purpose of education, economic activities, access to e-governance, communication and access to a variety of information; provision of information resources for SME´s and related organizations; improved open and distance study opportunities have been created at the libraries; decision makers at the national, regional and local levels have been engaged in identifying user needs and planning improved and sustainable library services. Representatives of regional and local authorities have been involved in project activities through regular reports with feedback sessions and on-site engagement in project activities (e.g. invitations to course opening/evaluation sessions); and a guide about starting and implementing the ICT services at libraries has been compiled.

In Tanzania the following are expected to be attained: creation of a sustainable model for the use of ICT services by public libraries; increase of ICT training skills of the library personnel as it is expected that 80 instructors will train 800 employees of TLSB during the course of the project; increased of numbers of community members that are making use of the ICT services of libraries for the purpose of education, economic activities, access to e-governance, communication and access to a variety of information; improvement of provision of information resources for SME´s and related organizations;

engagement of decision makers at the national and regional levels in identifying user needs and planning improved and sustainable library services; involvement of representatives of regional and local authorities project activities through regular reports and on-site engagement in project activities (e.g. invitations to course opening/evaluation sessions); a study has been carried out to analyse the results of the project through impact of library ICT service towards education and economic empowerment; and a guide about starting and implementing the ICT services at libraries has been compiled.

Likely challenges and risks

In a Project of this size and magnitude, challenges and risks are likely to show up, and they have been thoroughly discussed and analysed by the partners.

Some of the likely challenges and risks that the Project might face include hesitance of staff to teach customers, and a possibility of a wrong recruitment of ICT instructors resulting in the possibility of his/her leaving the job before the expiry of the project since highly trained ICT staffs are in high demand in Tanzania and Namibia. It was noted that ICT equipment may break down and various technical problems occur, and that the electricity power cuts and faults in the internet connection may create difficulties for executing the services. It was also observed that attempts to steal ICT hardware (e.g. computers and other accessories) may occasionally occur. Furthermore, as the financial administration is conducted both in Finland, Namibia and Tanzania, executing uniform and accurate practices may prove challenging. Different financial years (January – December in Finland, July – June in Namibia and Tanzania) may pose an extra burden. The exchange rate of currency may also change during the project period, and the proposed time-schedule may prove too short since functions introduced by this project will take some time to root.

Constant ongoing monitoring and evaluation of project activities, and addressing the challenges promptly, has been identified as a tool to remedy the likely challenges and risks.

7.0 Expected outcome of the project

Expected outcome

The project is at its infancy stage, but the paper speculates and attempts to articulate its implication and outcomes in the future for the above mentioned countries. The project focuses on promoting the knowledge based society and use of information technology at libraries, so as to render better services to the residents of the recipient countries.

By supporting the knowledge based society, the Project is automatically addressing also a number of other relevant issues: making the public library useful and relevant to our communities, bridging the digital divide, capacity building to library staff, capacity building to library users e.g. SMEs,

unemployed and out-of-school youths, new literates, improving living conditions of people, supporting education, including literacy and promoting the skills of the civic society in both Tanzania and Namibia.

It is envisaged that the results achieved in these two countries can be applied as a model even elsewhere. As experience will be gained in countries differing in size and economic wealth, the results will be applicable in a wide context in other countries as well.

Preliminary/ early results of the Project

The project came into operations from January 2012. Some of the early/preliminary results of the Project have started to show up. Prior to January 2012, teams of FLA visited Namibia and Tanzania. In Tanzania the, preliminary planning meetings took place between FLA staff and TLSB staff and others. A pilot hands-on-ICT workshop for a few SMEs staff was conducted at the National Central Library, in Dar es Salaam. In Windhoek staff from FLA were involved in providing training to community members of Katutura Community Resource Centre. Staff of NLAS also had an opportunity to visit Finland. FLA managed to invite senior staff of TLSB to visit IFLA conference in Gothenburg, Sweden in 2010, and had discussions on how the Project can be developed. All these characterise the important and positive features of South-North Cooperation.

Other preliminary results that characterise features of South-South Cooperation involved the tours of familiarisation between Namibia and Tanzania. First senior staff of NLAS visited Tanzania, and later on TLSB's senior staff visited Namibia. The tours were enriching, for they provided staff of both countries on new experiences of public library operations and other educational aspects. There were a number of experiences which were educational and points of emulation. It is worth noting here that so far a quite number of library staffs have attended computer courses in both countries: Dar es Salaam and Morogoro for Tanzania and in Namibia from Windhoek to Oshana, Ohangwena, Omusati, Oshikoto, etc.

8.0 Conclusion

The paper has shown challenges faced by public libraries in Tanzania and Namibia. Some of these challenges include limited funding, inadequate number and training of staff (particularly in Namibia), inadequate reading resources, lack or inadequate ICT, failure to reach the grass-root in the rural areas and failure to address the needs of their communities. In fact, many of the challenges stated herein are faced by many public and other libraries in developing countries. It is precisely for these reasons, public libraries need to re-assess their role so that they come up with more active approach to providing and serving their communities. They need to be seen relevant. Issak (2000) notes that:

> "African librarians need to rethink what a public library is all about, I terms of what is needed, what will be used, and what is sustainable in Africa... public libraries in Africa need start to be more aggressive and introduce services that are attractive to the users..."

The Project Team, that involved librarians and other ICT professionals from the three countries were aware of these issues and challenges. They were determined to change the traditional public library provision and practices by focussing more efforts on imparting skills to communities by using modern technology (ICT). This could easily be realised by the development of useful partnerships: south-south and north-south. The outcome of this is the successful acquisition of project funds, ICT capacity building for library staff, introduction of ICT in libraries and, ultimately, capacity building for communities in terms of making maximum use of public libraries in Tanzania and Namibia. It is, certainly, a win-win situation.

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LIBRARIES FOR DEVELOPMENT: FINNISH EXPERIENCE

Marjatta Lahti

Abstract
The Finnish libraries are highly developed. They rank among the best in the world. The article details the experiences and knowledge of the Finnish library systems, specifically to show how they have evolved over the years with a view to help the libraries in the developing world to reproduce the experience and knowledge so as to adequately support their respective rural communities development needs.

1.0 Introduction

The one thing that the Finnish have managed to do fairly well, is developing a strong public library system. When global library lending and user statistics are compared, the Finnish libraries rank among the best in the world. these libraries are so well prepared to share experiences and knowledge with other libraries across the world. It is within this framework that the Finnish Library Association (FLA) established the Libraries for Development Project between Tanzania Library Services Board, and Namibia Library and Archives Service. The intention is to help these two countries to take library and information services down to the grassroots level both in Tanzania and Namibia.

2.0 Historical overview of Finnish libraries

The following brief historical review attempts to shed light on how library systems in Finland have been built and what roles do they play in supporting national development.

Finland was first colonized by Sweden for quite a long time. It was not until around1809, that Russia took over from Sweden, and ruled the country until 1917, when Finland finally attained her independence.

Throughout this colonial period, the Finnish culture was retained. The Finnish language, which always remained the language of the peasants and working class, played a big role in the preservation of the Finn culture. In the latter part of the 19th century when nationalism grew steadily in Finland the language was instrumental in uniting the people. To date, the epoch is still referred to as a "language nationalism" epoch, in that the importance of the national language was strongly emphasized as a symbol for national identity.

Some parallel lines can be drawn to the role of Kiswahili in Tanzania, where the language was a unifying factor at the height of independence struggles in Tanzania and the post independence years.

Libraries played a significant role in nation building in Finland. In the 1850's several libraries were established, especially in the rural areas. It is worth noting that, there was a strong support for the development of libraries from the

grassroots level, and more often, the initiatives to establish new libraries came from the ranks and file of the people. There was for instance Mr. Juho Pynninen, a shop assistant, who wrote several articles in newspapers and magazines advocating for the establishment of more libraries since this would give even the peasants and workers tools for improving themselves.

By 1912, 2,605 libraries had been established in Finland. They were largely small libraries situated both in towns, as well as in remote rural areas. Quite a number of them were supported by various organizations, such as women's associations, workers organizations and Lutheran church related institutions. At the beginning of the last century, Finnish libraries were so much influenced by Anglo-American and Scandinavian, (particularly Norwegian) libraries. These libraries were international. They were not only preserving the memory of one nation alone, but that of the whole mankind. Therefore, international cooperation between libraries is quite natural and benefits all mankind. Such cooperation should be promoted even today.

In the same vein, support from national and local authorities is also an essential ingredient for libraries growth and development. Passing a library Act as early as 1928, gave the Finnish libraries an important status and financial basis. A new law was passed in 1961, and this laid a basis for the modern library system in Finland. Since then, the law has been repealed twice and preparations for a new one are under way, so as to step up the services and support for libraries.

During the debate of the new law in 1961, one Member of Parliament stated: "We cannot allocate enough money to cultural goals". It was recognized that libraries, which do not bring direct financial profits, are agents of more valuable assets than money. Promoting culture and education will reflect positively in all fields of the society, and will add to the well-being of people.

As a result of the 1961 law, which governed Library development in Finland, a fast expansion of the library network and especially an improvement of the services was ensued. Libraries became a high-quality service for not only the poor, but also the middle class. Libraries became everyone's property, and according to many opinion polls conducted recently, they have constantly stood as the first among the cultural activities of people. Library users have also strongly defended them even during difficult economic periods. Library services are free of charge for the users in Finland. The library is regarded as an investment by the state and local authorities and not just an expense. This investment is expected to yield results that cannot be measured by direct financial standards only.

3.0 Present situation

In 2011, there were 836 libraries and 154 mobile libraries in Finland. It can be noted that, the number of libraries is considerably lower than in the beginning of last century. This is a result of people moving from the countryside to larger

cities. This movement has resulted in a closure of a number of the smallest village libraries, whose users have all migrated to urban areas. Bigger libraries have now mushroomed in cities, serving a larger number of people and giving them versatile, high-quality services. The mobile libraries are now serving some of the suburbs in the cities and the remote areas in the countryside. Although the recent economic constraints have forced the local authorities to close some of these libraries, the network can however still be considered.

In 2011, over 97 million items (books, musical recordings, films, magazines) were borrowed from the libraries, i.e. nearly 18 items per capita (20 items in 2005). There were 50 million visits to libraries, and 50 million visits to the websites of the libraries. As there is a population of 5.3 million people in Finland, the above figures per capita are among the highest in the world.

There has been much talk about the role and use of libraries diminishing after the invention of new media, such as the TV, film, internet, etc. It is true that there have been occasional drops in the lending and user figures. However, the libraries have adjusted their functions according to user needs, and have normally been able retain the interest of people in various ways.

A more serious threat to libraries has been the economic recession, which has forced some local authorities to suspend state support on some expenses other than libraries. The latest library Act of 1998 has in this regard been very weak and allowed such measures. A new library Act is therefore now being prepared, and it is hoped that, it will remedy the situation. By and large, the libraries and their services are still appreciated by people, and their services are held in high esteem. Why has the development of library systems in Finland been a success? There is certainly not one single answer to this, but, apart from what has been stated in the historical overview, a few more factors can be brought up here.

Reading starts early

There is a long tradition of a reading culture and appreciation of books in Finland. Children are often taken to libraries at tender ages. Parents bring them there long before the children can read. Children are allowed to browse a range of reading materials, admire pictures and in this way get used to using library services at a tender age.

Mr Juha Itkonen, a Finnish writer, described his early experiences in a library. When he first visited the library, accompanied by his father, he felt very important, because he was for the first time allowed to make his own decisions and was able to choose his own books. He was also treated kindly and appreciated by other users, as well as the library staff. All this encouraged him to develop a further interest in reading, which later led into his own writing skills.

Unlike Finland, Africa is characterised by a strong story-telling tradition. Older generations pass stories and ultimately knowledge orally to the younger ones.

To the contrary, in Finland parents use books, often borrowed from libraries, to tell children bed-time stories before they go to sleep. These stories play an important role in stimulating children's interest in reading and cultivating a culture of reading.

Libraries in Finland organize several extra mural activities, such as story hours, puppetry, games, etc specifically to attract young users: Professional librarians plan these services professionally to meet the changing needs of the present-day young people. Designs and furniture of the children's departments are also developed to make the library as attractive as possible for the young users.

Cooperation with schools

Because there are very few school libraries in Finland, county Libraries work closely with schools. Librarians schedule tailor-made library visits by primary and secondary school children, who are always accompanied by their teachers. In this way, students are encouraged to visit libraries at least a couple of times during their lower education levels and again during their upper educational levels. More active teachers may take their classes to the library more often.

The instruction starts with the help of stories and games for the younger ones, and proceeds to quite advanced information search for the higher level students.

Through these regular visits, and with parents support, a basis for a long-time library use is laid. The threshold to enter public libraries is very high, because familiarity with libraries by children has become grown since childhood.

Life-long learning

A number of adults are attending courses arranged by institutes of adult education and other organizations. Quite often these courses do not lead to any examination, but simply to develop peoples' skills on a life-long learning basis, and derive pleasure from gaining new skills.

Learners actively make use of library services to support their studies, and in return libraries take adult learning programmes into consideration when acquiring library learning material.

Besides those attending formal courses, there is even a bigger number of people reading on their own to gain new skills and widen their horizons. Libraries have a big task of finding out about their needs and satisfying them.

However, as Dr Ilkka Mäkinen puts it in his IFLA 2012 presentation that love of reading is still the most important factor in public library use. The greatest benefits that Finns obtain from the public library are attached to reading fiction. This became plain in a recent extensive survey by Sami Serola and Pertti Vakkari (Serola & Vakkari 2011).

Financial support from the state and local authorities

The public library system cannot function properly without a steady support from the state and / or local authorities. The sustainability of the services can best be guaranteed by recording the principles of the service and level of support in the library legislation which must be kept up to date as the society is changing. In Finland, financing of libraries from the public sources has been practiced from as early as 1960s up to the latter part of 1990s. However the current economic recession is gradually challenging this tradition. Librarians are now being challenged to source extra funding from external sources and maintaining the good standards of services provision.

Library a basic service

Many local authorities are regarding the library as a basic service in Finland, along with health services and primary education. The value of the library to the community is recognized and investing in it is therefore seen as being important, although more often a lot of lobbying from the librarian's side is, in this regard, is needed. However, when investing in the construction of new library buildings, politicians often see it as uplifting the respective village/town image. In this way the Finns tend to invest so much in library buildings construction, which, apart from being functional, they can also be admired as a fine architectural product.

Professional personnel

Librarians training in Finland began as early as 1945 on a semi-academic level at colleges, but advanced professional training started as late as 1960´s. The Library Science became a subject at the University of Tampere in the 1971 (as the first in Nordic countries). Since then training has been offered at several universities and polytechnics. A university degree is nowadays required for all the leading library positions. Well-educated professional librarians are a necessity for the development of a library system, and they have greatly contributed to the success of the Finnish library system.

Needs of people

Librarians are nowadays strongly emphasizing on satisfying user needs. When doing so they are not restricting themselves only to asking their customers but want to also find out from the non-users about their needs. While sound professional knowledge is still being sought to manage many aspects of the library services, the librarian alone is not expected anymore to make crucial decisions about the services and collections. Overtime, this has become a collective endeavour. Librarians are supposedly required to find out from people about their reading habits, the type of information needs, their hopes about using the library premises, about the variety of material needed before they can decide on the type of reading materials required to build up a library collections, etc.

To carry out the above task the librarians are using many methods. Formal research and questionnaires are disbursed out, discussions and meetings with

people are arranged and naturally individual opinions are collected from people on an every-day basis at libraries.

Innovations, thinking out of the box

Librarians are encouraged to work in an innovative way and follow the ever changing developments in the society. While library services are built on a strong tradition and many users value them, sticking to only old methods may become a burden which is harmful for the development of libraries. Thinking out of the box is promoted at all levels. The Ministry of Education is annually granting funds for innovative experiments for libraries, and this has to some degree resulted in good practices spreading to other libraries as well.

Individual libraries and librarians have also greatly contributed to development. Internet connection for library users was first introduced at Helsinki City Library, at an initiative of an individual librarian, Mr. Erkki Lounasvuori and strongly supported by the Director of Library Services, Ms. Maija Berndtson. From Helsinki this idea rapidly spread all over the country and the world at large. Nowadays it is an essential part of the library services everywhere, and it has contributed to a great deal in modernizing library services. Librarians are encouraged to attend professional meetings and seminars both on a national and international level. Exchange of ideas is fruitful for all parties and beneficial eventually to the users of the libraries as well.

4.0 Impact of libraries on societies

Education

Libraries are naturally essential in supporting education at all levels and reaching good learning results. *Pisa* is an OECD Program, for International Student Assessment Evaluation of education systems, of 70 countries all over the world every three years. It assesses 15-year-olds' competencies in reading, mathematics and science. Since the start of the assessment in 2000 until 2010, Finland has ranked among the three best countries in all three subjects.

It is generally acknowledged that, libraries have also contributed to the good learning results. Public libraries cooperate keenly with schools, and in fact, as mentioned before, there are only a few school libraries in Finland. It is a subject for argument, but a number of benefits are certainly reached by teaching children to use public libraries from the very start. As a result, students do not identify reading with school and textbooks only, but are reading for their own pleasure. This again is a basis for creative and life-long learning, and the use of libraries will become a habit even as an adult. The splendid reading results of *Pisa* assessment are also supporting the above theory.

Democracy, active citizenship

Libraries have always been one of the pillars of a democratic society. Since the library is open for all to freely use its services, it gives equal opportunities for everyone to develop oneself. People are offered an access to information and education as well as recreational opportunities. It is also an important instrument in giving people an opportunity to learn widely about different ideas from all over the world and to form their own views based on a variety of sources. Informed citizens can form a strong civic society where people can actively participate in managing their affairs. This contributes greatly to maintaining a peaceful society, and also adds prosperity in people´s lives.

Economy

It is sometimes forgotten that public libraries would have much to give to the economy of the society since they don´t bring direct financial gains. However, it should be acknowledged that all the above mentioned factors contribute to building a welfare society which again lays a good ground for a steady economic growth as well. It would be an exaggeration to claim that for instance Nokia, the one-time Finnish giant cell-phone manufacturer, would have prospered because of the libraries. However, for its success it needed well-educated people with ability for innovations, and to such development libraries have definitely contributed.

The "Libraries for Development Project" is supporting particularly the small and medium sized entrepreneurs on the grassroots level in Tanzania and Namibia. The SME´s are taught by the library personnel how to use computers and search for relevant information, which can benefit their businesses and generally improve their standard of life. Information about marketing, finding out more about their products, advertisements, writing tenders and invoices, book keeping, even information about health issues have proved to be very useful for them.

5.0 Conclusion

The importance of public library services for the society cannot be underestimated. Libraries have an impact on almost all spheres of life, and therefore, it is a powerful tool which the decision makers can make use of when improving the well-being of the citizens. For a sustainable and effective service, the library needs a steady funding from the public funds. Although the results reached by a good library service cannot be counted in money, the achievements in the long run are much more important. Supporting education on all levels, promoting democracy and the civil society and advancing small-scale business ventures on a grassroots level are just a few of the important tasks that the libraries can perform.

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LIBRARIES FOR DEVELOPMENT PROJECT: INPUTS, PROCESSES AND OUTPUTS IN TANZANIA

Alli Mcharazo

Abstract
Libraries, in many developing countries, are seen by ordinary citizens as alien organisation. The reason for this is the fact that many public libraries have failed to locate themselves strategically within the very communities they surround it. They have also failed to address the national agenda in their information provision and supply practices. As a result of this, their practices and collections have failed to support communities in dealing with day to day problems. The paper attempts to demostrate the early inputs that have bee invested in Tanzania Library Services and, the processes involed and some of the outputs realised.

1.0 Introduction

Libraries, in many developing countries, are seen by ordinary citizens as alien organisations. In many parts of Africa they are seen as institutions mainly to be used by students, academicians and minority urban-based population. Public libraries, for example, instead of serving the public they are serving the elites. The reason for this is the fact that many public libraries have failed to locate themselves strategically within the very communities they surround it. There is enough evidence already that many libraries have also failed to address the national agenda in their information provision and supply practices. As a result of this, their practices and collections have failed to support communities in dealing with day to day problems.

The architects of the *Libraries for Development Project* were aware of this complexity, and decided to create it with the purposes of making the public library, in this case Tanzania Library Services Board (TLSB) network of libraries, relevant and, and promote it to communities. It has done this through fusion of public library practices and information communication technology application.

This paper intends to demonstrate some of the inputs, processes and outputs of the project and their wider implication in making the public library the truly people's university. It does this by going through the project objective and finding out what has been attained in the past two and half years of project implementation. The Project is in its final stages of its first phase and it is expected that upon or close to completion it will be thoroughly evaluated. So this paper attempts to show just the outputs of one the Project partners: TLSB.

2.0 Project aim In Tanzania

Libraries for Development Project is run jointly by TLSB, Namibia Library and Archives Services (NLAS) and Finnish Library Association (FLA). The major funding for the project comes from the Finnish Ministry for Foreign Affairs, and

the duration of the first phase is for 3 years: 2012 to 2014. In Tanzania, the project is operating in Dar es Salaam and Morogoro regions.

The main objective of this Project is to promote the knowledge based society and use of information technology at libraries and support economic development by offering information services to small and medium enterprises (SMEs) and improving their ICT skills. In pursuance of the above main objective, the Project trains the library personnel in ICT skills and makes them able to teach basic skills and information search to individual customers as well as to members of various NGO´s (e.g. women, entrepreneurs, health and civic rights organizations), thereafter.

3.0 Project inputs

Project partners (TLSB, FLA and NLAS) knew that for the Project to be successful and yield intended results resource inputs were necessary. Money was applied from the Finnish Ministry for Foreign Affairs. The Ministry granted the Project about 200,000 Euros, through Finnish Library Association. The money enabled to the Project to purchase ICT equipment. In Tanzania, as shown in Table 1, a total of 13 desktop and 4 laptop computers, a scanner, and accessories were purchased.

Table 1: Activity: Equipment and other materials acquired

2012		2013		2014		TOTAL	Percentage (%)
Targets	**Attained**	**Targets**	**Attained**	**Targets**	**Attained**		
12 computers IT equipment and accessories 1 generator for Dar es Salaam Library	13 computers IT equipment and and accessories 1 generator 1 Scanner for Dar es Salaam Library	4 Laptop computers for Morogoro Library Additional IT equipment, accessories and spare parts	4 Laptop computers for Morogoro Library Additional IT equipment, accessories and spare parts	14 computers	To be bought in the second half of 2014	17	57%

Source: Statistics from TLSB Planning Department

This equipment was essential for training both TLSB staff and community members on ICT matters. It also made TLSB to create the first ever modern ICT training laboratory at the National Central Library, in Dar es Salaam.

The other equally useful inputs to the project included the willingness of TLSB libraries that are used as centres for training; TLSB staff; and other TLSB resources such cars that have used to transport staff and equipment. Some of these were non-budgeted items, and came in as TLSB's contribution to the Project.

On the Finnish's side the time spent to think about the project application aspects; preliminary visit to Tanzania in order to generate enough data and information for project application process were equally relevant and useful projects.

4.0 Project outputs

4.1 Training of library staff

According to the Project Application and Contract, the Project in Tanzania is required to conduct a total of 25 training sessions for TLSB staff from 2012 to 2014, and a total of 80 staff should be trained on aspects of ICT. As shown in Table 2, to-date 25 training sessions have been conducted and 126 staff has been trained. It is expected that more training sessions will be conducted before the end of the project in December 2014.

Table 2: Activity: Training of library staff on ICT skills

2012		2013		2014		TOTAL	Percentage (%)
Targets	Attained	Targets	Attained	Targets	Attained		
5 trainings, 20 participants	5 trainings, 30 participants	10 trainings, 30 participants	10 trainings, 40 participants	10 trainings, 30 participants	10 trainings, 56 participants	30 training sessions 126 participants	100% 158%

Source: Statistics from TLSB Planning Department

4.2 Training for individual community members

The target in the said 3 years period is to conduct 24 training sessions for individual community members. The community members come from groups such as women, SMEs, youths, students and others. The end target here is to train a total of 480 community members. As shown in Table 3 below the Project has managed to conduct 20 training sessions with 382 individuals from Dar es Salaam. This task in now moving over to Morogoro region where it is expected that by the end of 2014 the expected target will be surpassed.

Table 3: Activity: Training of community members

2012		2013		2014		TOTAL	Percentage (%)
Targets	Attained	Targets	Attained	Targets	Attained		
2 trainings,	5 trainings,	10 trainings,	15trainings,	12 trainings,	To be implemented in the second half of 2014	20	83%
40 participants	77 participants	200 participants	305 participants	240 participants		382	80%

Source: Statistics from TLSB Planning Department

4.3 Training sessions for Community Groups

From 2012 to 2014, the Project targets to conduct 44 training sessions for community groups such as NGO's, poultry-keepers, cattle-keepers, women, SMEs and others. The total individual members targeted in these groups are 800. As shown in Table 4, so far the Project has conducted 34 training sessions with 527 individuals. More training sessions are to be conducted in Dar es Salaam and in Morogoro in the second half of 2014. The pace of this activity has been slowed by heavy engagement of the staff to planning and conducting the TLSG Golden Jubilee.

Table 4: Activity: Training of community groups

2012		2013		2014		TOTAL	Percentage (%)
Targets	Attained	Targets	Attained	Targets	Attained		
4 trainings,	4 trainings,	20 trainings,	20 trainings,	20 trainings,	2	26	59%
80 participants	80 participants	360 participants	299 participants	360 participants	148	435	66%

Source: Statistics from TLSB Planning Department

4.4 Capacity building to staff

The aim of this project is also do develop capacity for library staff who, at the moment, do not possess the necessary ICT skills. It was felt, in the project inception that if capacity to staff was built it would positively impact on the communities. This aspect, though it was seen an output of the project, it was also construed as a necessary project input. This is why a few staffs were selected to join universities and colleges in Tanzania to study aspects of ICT. The idea here is to have a team of staff who are conversant enough with ICT aspects, so that they can teach the rest of staff in TLSB system. In the first

phase, in Dar es Salaam, as shown in Table 5, the Project sent 8 staff members to the University of Dar es Salaam's Computing Centre to study courses on Introduction to Computer and database Administration. These courses included subjects such as Introduction to database concepts, Design and implementing database, Administering Microsoft SQL Server 2000, MS Windows, MS Word, MS Excel, MS Access, MS Power Point, Email and Internet.

Table 5: Activity: Training of staff at higher education institutions

2012		2013		2014		TOTAL	Percentage (%)
Targets	**Attained**	**Targets**	**Attained**	**Targets**	**Attained**		
8 trainings, 4 participants	8 trainings, 10 participants	8 trainings, 4 participants	8trainings, 5 participants	Not a Project Activity for 2014		16 15	100% 188%

Source: Statistics from TLSB Planning Department

Tours of familiarisation to Finland and Namibia were also arranged and conducted as per the project agreement (see table 6). These tours were important to TLSB staff in providing more exposure on aspects of modern librarianship. Finland's library practices are leading in the world, and have helped their education system. TLSB staffs have had opportunities to visit various libraries in Finland and have discussions on organization of library services. Other staffs have had rare opportunities to attend IFLA Helsinki in 2012. It is well worth seeing these practices and emulating them.

Table 6: Study tours to Finland arranged for TLSB staff

2012		2013		2014		TOTAL	Percentage (%)
Targets	**Attained**	**Targets**	**Attained**	**Targets**	**Attained**		
2 participants	2 participants	2 participants	7 participants	5 participants	To be implemented in the second half of 2014	9	100%

Source: Statistics from TLSB Planning Department

The Project architects had also seen the importance of coining this Project to reflect not only North?-South cooperation, but South-South cooperation too. It has been felt that the South has a lot of practices experiences to offer to the countries of the South. Quite often this has been underestimated. The involvement of Namibia in this Project has opened eyes of many young and inexperienced librarians from TLSB. While in Namibia they saw, amongst other things, the Katutura's Greenwell Matongo Library that is used as a community

library in a disadvantaged neighbourhood. The library is used to provide information for students at all levels and parents use it as a day care facility for their children. As shown in table 7 the Project arranged for 7 TLSB staff to visit Namibia, and so far 4 have already done that.

Table 7: Study tours to Namibia arranged for TLSB staff

2012		2013		2014		TOTAL	Percentage (%)
Targets	Attained	Targets	Attained	Targets	Attained		
2 participants	2 participants	2 participants	2 participants	3 participants	To be implemented in the second half of 2014	4	57%

Source: Statistics from TLSB Planning Department

As shown in Table 8, 4 staff of NLAS also visited Tanzania under the same Project agreement arrangements. They visited libraries and other educational establishment in Tanzania mainland and Zanzibar.

Table 8: Study tours to Tanzania arranged for NLAS staff

2012		2013		2014		TOTAL	Percentage (%)
Targets	Attained	Targets	Attained	Targets	Attained		
2 participants	2 participants	2 participants	2 participants	Not a Project Activity for 2014	Not a Project Activity for 2014	4	100%

Source: Statistics from TLSB Planning Department

The above trainings were reinforced by sending TLSB staff to local continuous professional development (CPD) sessions. These included workshops and conferences. Staff attended the Libraries for Development International conferences in Dar es Salaam and Morogoro and Tanzania Library Association annual conference and meeting in Pemba Island. As shown in table 9, so far 90 staff members of TLSB have attended various CPD programmes.

Table 9: Continuous professional development sessions attended by TLSB staff

2012		2013		2014		TOTAL	Percentage (%)
Targets	**Attained**	**Targets**	**Attained**	**Targets**	**Attained**		
50 participants	50 participants	40 participants	40 staff members and 70 stakeholders	70 stakeholders	To be implemented in the second half of 2014	160	100%

Source: Statistics from TLSB Planning Department

5.0 Meaning of the above statistics

A thorough evaluation of the Project will be conducted by an independent expert, but a self assessment reveals that the above statistics are provided here in to demonstrate that the Project is going on very well, and as planned. In many instances the target have been reached and surpassed. Financial prudence, continuous monitoring of the project by both parties (TLSB and FLA) and dedication from TLSB and FLA staff are the main reasons for this achievement. What has also been revealed by the statistics is that enough inputs, in terms of capacity building to staff and the libraries, have been put. This is important because upon Project completion the tasks of training communities will go on, and spread to other regional libraries.

6.0 Conclusion

It is not the purpose of this paper to demonstrate outcome(s) of this Project, as that is a scope for another author. However, the inputs and outputs shown from these statistics point to the fact that the Project has helped to build confidence on the TLSB staff to use ICT and train their clients. They have made and shown that TLSB libraries are now seen by communities as relevant organisation to their daily lives, as most of those who have been trained had never thought they would be given the opportunity to use ICT. There are increasing numbers of community members who are now aware of the contribution of libraries to development. The involvement of policy and decision makers to this project has increasingly made them being aware of the importance of libraries. It is also worth mentioning here that the importance of libraries is increasingly being realised, as community members can now easily link them with their development. What is even more striking is the fact that the Project's agenda has attracted organisations such as Electronic Information for Libraries (EIFL), North-South-South Library and Information Studies Link (NSS-LIS Link) to support the project in various aspects of ICT training to library staff and other communities in Tanzania.

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ACCESS TO INFORMATION SERVICES: THE DILEMMA FOR RURAL COMMUNITY DEVELOPMENT IN TANZANIA

Mugabe Mtani

Abstract

The paper attempts to examine how the provision of information services in Tanzania has been dispersed and access to various information services has become more difficult; the main victims of these developments have been rural people without having any individual means of becoming literate, due to them being too illiterate, too poor or too ill because of the economic and information poverty. The findings of the study show that, Information needs are basic to human existence regardless of where they reside, their socio-economic status or educational qualifications. Secondly, the paper notes that library is also making its mark especially among those who have had previous contacts with the library. Finally, the paper appeals the Tanzania Library Service Board and other information delivery institutions to process and repackage information meant for rural needs in suitable language and format. This will empower and strengthen the rural community to be global players in the knowledge-based economy and also it will provide the opportunities for rural community development in general.

1.0 Introduction

The development of any nation can be hardly achieved without a correspondent development of its rural segment. In Tanzania, for instance, 75% of the population lives in rural areas whose information and developmental needs are not adequately met and consequently they have not been able to productively participate in the development process and enjoy the benefits thereof (Chester, & Neelameghan, 2006). It is in the rural areas that the population is still growing at a higher rate accompanied by poor social and economic infrastructure support (Msoffe, 2009). With their great potentials, no serious, active, conscious, sensitive, and organized government would want to neglect rural communities; as its lack of development results in the neglect of rural areas.

History has shown that rural communities in Africa Tanzania inclusive has suffered from enjoying any meaningful development largely because of policy implementation gap artificially created by the Tanzania governments and uncommitted leaders (Kamba, 2010). This negligence leads to negative consequences such as rural-urban drift, unemployment, crimes, child labour, low life expectancy and high infant mortality, insecurity, bribery, poverty, illiteracy, spread of diseases, and overstretch of the facilities and infrastructures in the urban areas (Harande, 2010). These circumstances, lead to massive migration into urban areas to look for greener pasture, and often in search of formal employment, as the only option for survival.

Any nation that neglects the development and empowerment of the rural communities should not expect meaningful development. Alegbeleye and

Aina as cited by Issa (1985) reiterated state that "the third world countries have recently come to realize that unless the rural areas are well developed, hardly would any meaningful development occur in these countries." Development can only be effective if rural communities have access to the relevant, diverse information for their activities. Efforts must be made to give access to knowledge and information by non-literates who constitute the majority of rural inhabitants.

Knowledge and information are basic ingredients of making one to be self reliant and are essential for facilitating rural development and bringing about social and economic change. According to Waterson, as cited by Cohen (1987), the purpose of rural development is "to improve the standard of living of the rural population which is multi-sectoral including agriculture, industry and social facilities". In another review Munyua (2000) asserted that rural communities require information inter alia on supply of inputs, new technologies, early warning systems (drought, pests, and diseases), credit, market prices and their competitors. For example; the first priority of the Tanzania government plans currently, is what it termed *"kilimo kwanza"*. In order to speed this process, it is imperative to understand the context of the challenges facing farmers in the country while drawing lessons from those who have made it like India and Mexico or those who are on the route to success like Malawi and Ethiopia. This implies the role of information in terms of technology adoption. It is against this background that this study investigates the accessibility of information among the rural community in five Regions including Kagera, Kilimanjaro, Mbeya, Tanga, and Mwanza. The study's main objective was to examine their information needs and the available opportunities for providing for such needs, including the library.

2.0 Literature Review

2.1 Rural Information Services for National Development

The importance of information in rural community development cannot be overemphasized because information has become a supportive input for any development program. It is so vital that is why Nyerere (1967) stated that, "while other countries in the world aim to reach the moon, we must aim for the time being at any rate to reach the villages by providing them with necessary information". Thus, it can be said that, information, if well articulated could eradicate ignorance and gives enlightenment on how to achieve economic, educational, social, political and cultural objectives towards the development of the entire community (Kamba, 2009).

In addition to this, utilization of information in a coherent form can raise aspiration, through arousing people from fatalism, fear of change, desire for a better life and the determination to work for it. This creates an intellectual climate, which stimulates people to take another look at their own current practices and future perspectives. Ideally, information brings about knowledge, and a knowledgeable community is also an informed community.

This signifies that no community can develop without knowledge, and a community can only become knowledgeable if they recognize and use information as their tool for development.

It is generally agreed by a number of scholars such as Mchombu (1993, 2003,), Corriera *et. al.*. (1997); Okiy (2005) Dawha and Makinta (1993), Camble (1994) and others that rural communities in Africa have invariably lagged behind interms of any meaningful development. This constitutes to a greater extent the underdevelopment of African nations as a whole because rural communities form the nucleus of those nations. Lack of access to adequate and right information at the right time to the rural communities undermines the efforts at improving the living conditions of the rural people by both governments and nongovernmental organizations.

However, societal needs are satisfied through various kinds of activities, each of which requires information as an input. These include, for example, education, policy formulation, research and development, personal needs, business, decision-making, mass communications, public goods and private goods. Societal needs are also satisfied at different levels, from individuals through to global communities with information. That is why Panos (1998) Stated that "access to information is an essential condition for development". From this juncture, it could be said that information if well uttered and packaged for rural communities will eradicate poverty, ignorance and gives enlightens on how to achieve economic, social, educational, political and cultural objectives towards the development of the entire society.

Access to information in rural communities of Africa is affected by a number of drawbacks, evident in ways in which rural information services are coordinated. It is agreed that information providers and experts need to pay attention to the information needs of the various groups and the communication process among each group of the user community (Odini, 1995). Therefore, the role of libraries, information centres and other agencies becomes vital in sustaining the information services for the development of rural communities in Africa. In this case, Libraries and information centres should develop their collections, facilities and services to meet the information needs of their patrons.

Today information is conceived as an important resource that contributes immensely towards the development of a nation especially in this era of information explosion. It provides the mainstay for the development of knowledge, the foundation for innovations, the resources for informed citizenry, and as a result, becomes a key commodity for the progress of any society. Mchombu (2003) stated that, "the contradiction between the vital role of information in development and its lack of official recognition in developing countries can hardly escape the attention of Information specialists". Therefore, this unhealthy situation warrants immediate concern of the information workers, professionals, governments and specialists to actively

bring about lasting and favourable solutions, so that information can be fully accepted and utilized as resources contributing to the development.

Some researchers have observed this situation as an apparent dilemma of information being a powerful catalyst to transform society, and yet there is apparent weakness of linkage between information investments and the achievement of specific development goals. There is an ironic twist in developing countries, which are the least interms of development; the trend shows that they are the least awakening to the use of information in overcoming underdevelopment (Stone, 1993).

Part of the reason lies in our information providers, Government, politicians and policymakers for not being exposed to evidence that unquestionably demonstrates the contribution of information to development. The challenge, therefore, is to produce valid models in which the socioeconomic impact of information activities could be assessed. In turn, such an orientation would result in the design and creation of impact-bearing information programs and services that could lead to rural community development (Stone, 1993). If such impact can be demonstrated by the Government, information professionals, decision-makers, resource allocators and politicians, it would definitely increase the support of information as a vital resource for development. Virtually, rural people need accessible information in order to solve problems in their everyday lives. This information provides them with a sense of security, achievement and control.

2.2 Information scenario in Africa

Success of rural development programmes depends on effective use of information in daily activities. Multidimensional as information services are, they serve as a socially binding thread among different groups of rural dwellers. The condition of rural dwellers in Tanzania and other developing countries is pathetic; with clear evidence of abject poverty and general backwardness. Given the near-total neglect of the Tanzanian rural areas by successive governments regarding infrastructural provision, which could have made their life worthy, rural dwellers (especially the youths) had little or no alternative than to drift to urban areas as an escape. Even though governments have come and gone with various policies and plans to improve their living conditions, including rural information services provision, not even the least remarkable results have been recorded (Issa, 1998).

In Tanzania, for example, rural information services have had a short but distinctive history. Prior to 1980s, the central government, along with assistance from several European countries, established rural libraries and the emphasis of the programme was placed to new literates so that they do not relapse into illiteracy, though were actually meant for the total rural community (Mayoka,1999). The local authorities had the power to decide how money much should be used for regional development. In addition, they were responsible for erecting library buildings and for rural mobile libraries.

The TLSB was responsible for preparing and implementing plans, buying the book stock, and staffing and administrative costs (Kaungamno and Ilomo, 1979). Mobile libraries in conjunction with static village libraries were regarded as very important agencies of Tanganyika Library Service because they were able to reach a vast number of widely scattered populations and carry their "roving book stock" to remote places which were very far from the nearest branch library. These libraries were operating under the supervision of the local adult education coordinator, and were located in schools, clinics, court houses, or other available buildings. They were staffed by the village librarian who was selected by the local education committee. This person, who typically has no more than a primary education, received a stipend for organizing discussion groups and supervising the reading room (Ilomo, 1979). However, they faced a myriad of challenges, such as high fuel and maintenance costs because of the large land area to cover; poor roads; intermittent and sparse rural attendance at designated stops because of local activities, farming schedules, and adverse weather conditions; lack of sufficient Kiswahili titles; and the negligence of the rural borrowers to return books (Ilomo, 1985). Due to economic reasons, bookmobile services to rural areas were halted (Kaungamno, 1985).

Apart from good history which we have, much of the recent literature written about the Tanzanian library situation professes this same tone, although some not as pessimistically. African libraries Tanzania inclusive may need the time of at least three generations after independence to develop a middle class sufficiently large and vocal to demand library services. (Havard-Williams and Marco, 1991). The emergence of information services must reflect the nature of developing country itself; solutions should be sought within the country, without dependence on foreign aid (Mchombu, 1982).

Many journal articles demonstrate concern about training personnel, man-power shortages, and university librarians (Nawe, 1992 and 1991; Mohamed, 1982; Newa 1989). As mentioned earlier, most library posts have been filled by Tanzanians however, there is growing concern that once degree students leave the country for overseas training, they may not return because of discouragement with local situations.

It has been found that traditional methods of education and library provision in the developing world have been blamed for the problems that are being faced by library users. They haven't changed since independence and most of them are still found in the main cities. They don't have district libraries, or village. Most of the libraries that do exist are lacking reading materials (Mcharazo, 2007). On the other hand, library scholars and researchers have documented the lack of community surveys and consultations by African librarians and donors regarding information needs of the rural population (Amadi 1981, Sturges and Neill 1990). Alemna (1995) argues that the primary concerns of African librarians and donors alike are literacy and the number of books in libraries.

Lastly, the problem of publishing in Africa has been discussed at length (Kaungamno, 1985; Altbach 1993). Altbach cites Africa as the least developed continent in terms of publishing worldwide. Kaungamno enumerates many problems: a lack of experienced writers, inadequate publishing facilities, lack of raw materials, and poor distribution. All of these factors are detrimental to the existence of libraries (Cecelia, 1994).

Since the fundamental aim of libraries is to provide timely, accurate, pertinent, and reliable information for their users, there is now a growing recognition that public library services are an integral part of national socioeconomic development and improvement of the general quality of life (Kibat, 1990). However, the Tanzanian Library Services Board (TLSB) has always been an ambitious enterprise. Its accomplishments under difficult conditions have been impressive. There is good reason to expect TLSB to continue providing valuable resource to the government and people of Tanzania (Cecelia, 1994).

2.3 Information Needs of Rural Communities

Considerations of how to meet the information needs of rural communities must first take into account the methods of delivery for this services and how best to present information so it is acceptable to and understood by the community. Various studies observe that one of the most different activities in the provision of community information is the assessment of information needs (Diso, 2005). This must be done regularly if established rural libraries are to continue to be relevant.

According to Lwoga *et al*... (2011) information needs in development contexts relate closely to a person's occupation, the level of socio-economic development, and local agro-ecological conditions. Information needs of the rural poor relate especially closely to their occupations and their basic survival goals. This diverse nature of rural communities indicates that their information needs are many and varied.

Aina, L. O. (2006) recognizes the importance of information needs assessment no matter how basic and states. This suggests that, some of investigations should be undertaken so as to decide on the form and content of the information needed by rural people. However, Aboyade (1987) added that even those who are semi-literate or not yet literate can begin to take advantage of libraries as long as the services are tailored to their own structure of information demand. Therefore, development can only be possible, effective and relevant when the rural community information needs have been met.

3.0 Methodology

This study involved a cross-sectional survey research design where data were collected using a structured questionnaire, telephone correspondences and documentary analysis. Different categories of respondents were employed in

order to provide extensive and comprehensive information about the problem being investigated. Forty five respondents were involved including 10 community development officers, 5 librarian and 30 rural community members from five Regions namely: Kagera, Kilimanjaro, Mbeya, Tanga, Mwanza. A simple random sampling procedure was used to select the study Regions and districts. A purposive sampling technique was employed to select librarian and community development officers where as random sampling technique was also used to select rural community members.

4.0 Findings

This part presents the findings of the study and their analysis. The findings are categorized and organized into three themes; information needed by rural communities, information available sources, and problems facing the provision of library and information services.

4.1 Type of information needed by rural people

It was the objective of the study to find out the type of information required by the rural community members. Data collected by the researcher show that agriculture, education, health, land, religion, recreation and culture, legal matters, policies and government, safety and family matters are categories of information needed by 99% of the community members from five selected regions. Some of the community members (42%) further commented that:

> "Health information helps us to know how to prevent ourselves from different diseases that affect us and sometimes being aware of available healthcare delivery and what it costs..."

On the other hand, some of the community members (40%) especially women insisted that:

> "People in rural areas whether literate or not should have access to any kind of information..."

One of them replied by saying that:

> "...my husband died two years ago and his relative abandoned me. Now, I am looking for legal assistance but I don't know where to start! Frankly speaking, most of us (women) need legal information..."

Apart from that, community development officers (90%) from selected regions put it plainly that, information related to Agriculture, land and family planning are greatest area of information needed by rural Tanzanians. Such information needs include planting treated seeds, soil conservation, prevention of plants

and animal disease, fertilizer application, farm machineries, proper storage of farm products, marketing techniques, cooperative activities and other agro-cultural activities.

Regardless of the fact that there was a strong expressed need for all categories of information, each individual respondent had specific information needs. This finding supports that of Mtega (2010) who concluded that people have specific information needs which relate to the specific problems they face and the decision they have to make. It was identified that respondent's occupation, age, and level of education influenced the need for some types of information. For instance; aged people who most of them were famers seemed to prefer agriculture, health and land information whereby young people who most of them were school aged seemed to prefer education and recreation information. However, business people also seemed to prefer loan and market information.

From these comments it was revealed that satisfying such diverse needs could contribute to the empowerment and emancipation of the individuals, culminating in national development. Information needs are basic to human existence regardless of where they reside, their socio-economic status or educational qualifications. It is so vital that is why Nyerere (1967) stated that,

> "while other countries in the world aim to reach the moon, we must aim for the time being at any rate to reach the villages by providing them with necessary information"...

Thus, the role of information in rural development for national development cannot be overemphasized (Borchardt, 1977; Issa, 1998; Diso, 2005; Zaid, 2010).

4.2 Information sources available in rural areas

The study sought to identify different sources of information available in five surveyed regions. The result revealed that the radio (78.90%) and telephone (57.20%) are their most trusted and preferred sources whereas agricultural extension officers (12.63%) and health officers (6.7%) are the least trusted and preferred. The reason for this finding may not be unconnected with their availability, affordability and easy usability of both radio and telephone. Some of the respondents put it plainly that, the telephone now competes favorably with the radio as a source for meeting rural information needs in this case indicated that while the radio still retains its dominance in this regard, the telephone is steadily making its inroad into the rural areas as a veritable information source. Contrary, it was noted that, the newspapers are not so popular (14.04%) is not as surprising as the low response rates for friends/relations and extension officers. This may not be unconnected the popularity of both radio and telephone which may have supplanted the role of the two as information sources among the rural dwellers.

Through telephone correspondence, 20 community members out of 30 admitted that they have neither been in a library before nor have a library in their communities/environments.However,7 community members whom their age were ranging from 55 to 65 agreed previously to have had contacts with the library in 1970s'. One of them insisted that;

> "In 1970s' rural libraries were placed to neo-literates and semi-literates so that do not relapse into illiteracy. Myself, rural libraries helped me to consolidate my reading and writing skills. They were also used as educational and cultural centers where both readers and writers were nurtured..."

The researcher was interested in getting more information from those who previously have had contact with library. Through telephone correspondence, some of them advised the government to revive rural libraries as they can be useful for improving socio-economic status of people in villages. They added that rural library can help them to find the right markets for their products. When other community members whom their ages were between 20 and 30 were asked to give their opinion on the same issue, one of them contrary observed that:

> "I always visit library when I am in town (urban area). I have never seen any library in our village or our neighbour village. Even in our school premise, there is no library room"

On the activities that respondents would like to see taking place in the library of their choice, the responses are as interesting as they are diverse. These ranges from seeing the library serving as a source of: health and legal information (86.3%); occupational information for business people (81.4%) and agricultural information for farmers (77.5%). Other desirable activities indicated by the respondents include using the venue for socio-cultural engagements (71.9%); community meetings (70.2%); television, video viewing and audio listening centre (61.8%) and storytelling centre for children (50.9%).

The above research findings indicate that, the library is also making its mark in this regard; especially among those who have had previous contacts with the library. However, the result was indicative of the need to reposition the rural library so as to take cognizance of the peculiarities associated with the rural environment; if it must impact positively as authentic tool for effective rural information provision for national development. The research findings further revealed that most of the frequently used channels of information dissemination like radio, telephone, newspaper and library were not adequate to create awareness of the rural people for sustainable rural development.

4.3 Problems facing the provision of library and information services in rural area

The provisions of library and information services in Tanzania to date have focused more on urban areas; hence there is a serious neglect of rural, non-literate masses (Adimorah, 1986, Okiy, 2003). In most cases these rural communities have no access to information. Therefore the researcher was interested to explore problems facing the provision of library and information services in rural areas. Through questionnaire, it was discovered that there were several problems constraining the provision of library and information services in rural areas. They included the following:

4.3.1 Inadequate funds

The financial problem was mentioned as a major constraint in the provision of library and information services to rural communities Eighty (80%) of librarian. They insisted that, inadequate funds were allocated for supporting library and information provision. However, the funds allocated for them are very minimal; in such a way that it is difficult for them to establish and provide quality services to rural communities.

4.3.2 Outdated and irrelevant materials

From the research findings, 80% of the librarians said that the existence of outdated and irrelevant materials contributed to the failure of rural library in our country. They insisted that, lack of suitable reading materials for new literates led to the failure of post literacy programmes in our country. Materials offered to the rural people some of them were not based on the activities done in the specific area, for example: In 1980s' most of the books were pamphlets and were limited in their subject coverage and elementary in treatment. Most of the books provided in their library have been read. Thus, there is a greater demand for more books in Kiswahili and preferably more advanced ones. Thus the findings revealed that, having access to the right information can address major problems that hinder rural community development and it can also improve chances for livelihoods.

4.3.3 Lack of motivation

Coupled with lack of suitable reading material is apparent lack of motivation on the readers. Many of them do not know why they should read books and ask what they will get after they have read the books. Some of the community members put plainly by asking that:

> ...then, after reading books are we going to be employed? Thus the problem is not just to improve our services only, but also to tell them the importance of reading in their daily activities...

From the above discussion, it can be said that the rural library and information services in Tanzania are not effective and relevant enough to bridge the information and digital gap. Despite all these, researches have shown that in

other parts of the world like Thailand, Malaysia, Singapore, Philippines, South Korea, India and Russia etc., rural library services have been successful through the deployment of ICTs to bridge the information and digital gap of the rural communities which virtually lead to their development (Cheunwatanna, 1998, and Yusof, 2004).

5.0 Conclusion and recommendations

On the basis of the analysis of data and the discussion of the findings provided above, this study concludes that the rural communities in the areas studied are as information-hungry as any group of human beings anywhere else. This condition presents a huge challenge, which must be overcome; if the vast potentials of the rural communities must be harnessed, with a view to enabling them contribute to personal and national development efforts.

It is on the basis of the above that the following recommendations are made:

a) The Government and information delivery institutions like TLSB, Institute of Adult Education, Tanzania Institute Education and MoEVT to process and repackage information meant for rural needs in suitable language and format. In doing this, a multi-media approach to information dissemination will be necessary. For example, print materials will be supplemented with other communication media like visual and audio materials

b) The publication of books and other material is not the responsibility of libraries alone. The work should involve all those who are concerned with education such as planners of educational campaigns, literacy teachers, authors, printers and publishers.

c) Institute of Adult Education in collaboration with the TLSB should establish innovative community information centre in remote areas.

d) A combination of information dissemination apparatuses namely the radio, telephone, library and television should be explored complementarily in conjunction with the agricultural extension and health officers towards meeting the diverse needs of the rural dwellers.

e) The authorities of the Library Board must strategize itself for this purpose such that it can liaise with the other information agencies in concretizing efforts towards satisfying their information needs.eg: in prior to 1980s' the TLS was working with the Institute of Adult Education

f) In so doing, the Library must take into account the obvious peculiarities associated with the rural environment, so that at the end of the day, the effort will not be use-less, irrelevant and ultimately counterproductive.

g) Coupled with the traditional, popular role of the radio, other agencies of information especially the agricultural extension and health officers must be well exploited towards meeting rural information needs.

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THE ROLES OF PUBLIC LIBRARIES IN SOLVING SMALL AND MEDIUM ENTERPRISE PROBLEMS

Mabamba I. Tumaini

Abstract
The author argues that building strategic alliances and human resources development can be an important ingredient in hastening the pace of development in the current competitive world. The paper analyses the current strategic alliances by public library services in Tanzania have adequately supported national development.

> "...books are a leeway to knowledge and self-improvement; from them we learn new ideas; new techniques of working and new methods. We also learn about mankind development, in all its different dimensions....books broadens understanding. All human experiences, discoveries and inventions are acquired through reading books...", Julius Nyerere

1.0 Introduction

Building strategic alliances and human resources development can be an important ingredient in hastening the pace of development in the current competitive world. A study conducted by Equality for Growth (EfG) (2009) at the Ilala municipality market in Dar es Salaam, showed that, despite the growth in revenue collections at the market, general development of small and medium enterprises (SMEs), was curtailed because, the human resource base lacked necessary knowledge to leap-frog respective SMEs development.

The study found out that, on the one hand, District Councils failed to provide avenue for the SMEs petty traders to learn and acquire necessary skills and knowledge to enable them to make rational decisions, which would have influenced the growth of these SMEs. On the other hand, the role of National Library Service in ensuring that knowledge is made available to these SMEs to enable them solve their existing problems was foiled. In both cases, the study found out that Knowledge is a matter of paramount importance to any development process.

This paper seeks to elaborate the role of public library in enhancing SMEs capabilities of solving respective problems and analyze the status of library services in Tanzania *vis-a-vis* national development initiatives. The paper will use Dar es Salaam as its case study.

2.0 Theoretical framework

One school of thought sees libraries as a place where competitive advantage can emanate. It is believed that, competitive advantage comes from

intangible sources that ensure adequate utilization of the knowledge or intellectual capital of an organization (Diugwu, 2011).

There have been comparisons of the contribution of tangible and intangible resources to the competitiveness of organizations. For instance, it is argued that because intangible resources allow firms to add value to inward factors of production, competitive advantage would most probably emanate from intangible resources (such as knowledge) than from tangible resources (Hitt, Ireland, Camp, and Sexton, 2001). Diugwu (2011) maintains that, it would be recalled that a resource with distinctive capability in management sciences, is one which is rare, non-substitutable, hard to copy, non imitable, non-tradable, durable and an advantageously rent-generating asset that leads to superior performance (Teece, Pisano, and Shuen, 1997, Diugwu, 2011).

While the above suggestions seem plausible, there exists strong views that the competitive advantage held by any firm can invariably be duplicated by competitors; and that, many forms of competitive advantage may not be sustained indefinitely (Shepherd, 1970). D'Aveni (1994) also alluded to this assertion in his hypercompetitive model, saying that, "in this model frequency, boldness and aggressiveness of dynamic movement by players, accelerates to create a condition of constant disequilibrium and change. Market stability is threatened by short product lifecycle, short product design cycles, new technology, frequent entry by unexpected outsiders, repositioning by incumbents at a given point".

Wessels (2000) maintains that a firm gains sustainable competitive advantage if it creates and maintains value-creating processes and position by neither being replicated nor copied by other firms. Although it is doubtful if at all, there could ever be a process that can neither be replicated nor copied, or a position that can neither be equalled nor surpassed. It is possible that through a continuous learning culture and search of new knowledge and skills on how existing processes and practices can be improved upon are acquired. This ensures that the position as a market leader is maintained.

This view is predicated on the notion that, inherent knowledge is often harnessed and transformed into processes and activities that become norms, that are often peculiar to each organization and representing the source(s) of its core competencies and capabilities.

According to Autio, Sapienza and Almeida (2000), the process through which knowledge is acquired and transferred varies from one organization to another. This variation, is what makes knowledge a valuable, non-imitable and non-substitutable resource (Barney, 1991), that is capable of ensuring a sustainable competitive advantage (Prahalad and Hamel, 1990).

Notwithstanding the above observation by Autio (et. al...), Barney and Prahalad (et. al...) that, knowledge, in all its forms is not self-creating, rather it is

acquired through a process of dedicated learning, another school of thought views to the contrary, that library as a place where information can be obtained, imitated and means by which a firm can process such resources for the aim of creating and sustain the competitive advantages between competing firms. Libraries therefore are places where accumulated knowledge resources can be harnessed and applied in different situations to create profitability difference, between competing firms and individuals.

3.0 SMEs performance

SMEs, all over the world, are known to play a key role in socio economic development. A report by the United Republic of Tanzania (URT) (2003) estimates around 1/3 of the GDP to be originating from SMEs. The report further characterizes these SMEs, majority of which are micro enterprises (98%), as being labour intensive. This means, they employ more people on average, uses local resources which are generally very simple, and of affordable technology, they also complement large industrial requirements through business linkages, partnerships, and subcontracting relationships (Olomi, 2001, URT, 2003).

Despite the above advantages, SMEs performance in Tanzania is minimal. They are embroiled in a series of problems, including limited access to finance, they also face limitations in business development services, including entrepreneurship training, marketing skills, technological development and information systems.

As a result of this situation, SMEs in Tanzania are operated by people with low entrepreneurship skills, they also display immense weaknesses in their abilities to make use of existing opportunities to make themselves visible, e.g. training, counselling, advising and consultancy. On the other hand, despite the existence of a series of potentials for SMEs growth, e.g. many external markets for their produce, lack of knowledge on marketing strategies, is being sighted as another impediment, that forces SMEs to operate locally, and amidst stiff competition. This is partly because they lack collateral and securities, as banks continually decline to dish out loans to these SMEs.

4.0 Major problems facing SMEs in Tanzania

Capital

Working capital is seen as a major problem for SMEs to improve their businesses or diversification of their products. About 27% of the respondents in a study by (EfG (2009) mentioned capital as a major stumbling block that stalled SMEs business growth.

Capacity building

In the same vein, SME;s are not given an opportunity to learn new methods that would propel their business ventures and guarantee them to have perpetual business growth.

Apparently, foreign investors in Tanzania have a competitive edge over indigenous SMEs, in that, they enjoy favourable business conditions, like being considered for substantial bank loans, longer grace periods, etc. This guarantees them a competitive advantages and widens their profit margins

Business development services (entrepreneurship and training)
Since entrepreneurs own/ manage business enterprises by risks and initiatives, they are always encouraged to come up with some best business development ideas, which can attract financing sponsorships. SMEs are also encouraged to take the role of middlemen or commercial intermediaries in an attempt to make profits.

The qualities of a competent entrepreneur include that of; showing practical commitment to success, displaying high work standards, hard working, optimism and accepting responsibilities. Because learning is a permanent aspect of behavioural change and skills development, SME sector requires a lot of training.

Marketing mix
Marketing mix for the products and services is important for any firm. SMEs are required to develop products, add value and sell at profit. They must be able to price well their produce, and analyze their distribution channels. SMEs must also promote and advertise their products. It requires them to preserve the product, promote and market at a reasonable price in and outside their locality. Training on marketing mix is therefore another aspect, which SMEs should think of.

Technological development
The technology and science used in production and selling is still crude or local. SMEs should undergo metamorphic change by adopting modern technologies that would propel their business venture. For instance instead of selling fresh tomatoes which fetch less money and more risks, they should be thinking of giving the tomato a value, e.g. blending it into a sauce/paste form, and then packed in more durable packages. In this way, it fetches more money because the paste lasts longer on the shelf before it is spoiled.

Information system
Since majority of SMEs in Tanzania have cellular phones, The technology could be of much help in fostering businesses especially when it is connected with other facilities like the internet, you tube, face book, twitter, ebay etc which can enable the entrepreneur to get latest price updates from market sources, communication, etc. on prices Unfortunately the technology is not adequately put to use.

Positioning libraries as centres for information exchange
Library Services in Tanzania are administered under the Ministry of Education and Vocational Training, by the Act of Parliament (1963) which was later on

replaced by the Act of Parliament (1975). The Act requires the Board to promote, establish, equip and develop libraries, information centres as well as documentation centres in the country, specifically to help SMEs and other clients to provide and/or receive centralized technical and bibliographical information services.

This entails libraries to ensure that they have adequate capacity to enable SMEs to appropriate a range of information more efficiently. Information so supplied to SMEs, must show where SMEs could get these resources like finances, raw materials, technical know-how, markets for the products, potential partnership and alliances, all information that augment the capital. What is not known is whether SMEs in Tanzania are aware of Library services provided and can get time and space to search SMEs information in libraries

5.0 Lessons learnt

TLSB at national level outlived its relevance and usefulness: in order to reach the majority of SMEs in the rural and urban areas, library service provision, like the provision of other social services such as health and education should be the responsibility of municipal and local authorities e.g. city, municipality, and district, ward, and village authorities as per local government reforms directives

Libraries have a role to provide and disseminate quality and appropriate information, resources and services to the general public: It is a historical accident that Library services are concentrated in urban areas only hence about 90% of Tanzanians are left without any library services.

Library outreach services are required: over 90% of respondents who were asked about the role of public libraries to SMEs in the Ferry market respondents replied that they don't know what benefits libraries can offer to them.

Shortages of qualified librarians and other human resources in the library industry impede SMEs development: In order to address adequately key challenges facing SMEs in Tanzania, libraries need to employ and deploy well trained (with first degree and above) library personnel to help SMEs to access right information, which will help them address imminent challenges facing them. Library staff should be able to undertake re training programs that will help SMEs to cope up with global changing forces. Librarians should also be able to design develop, improve and deliver relevant customized services and up to date information which can help to transform SMEs.

Lack of appropriate materials and resources to argument capital: The robustness of any library system depends on the extent to which this library maintains a collection which meets the demands of its users. Short of this the library is turned into a white elephant; more often than not, libraries should conduct researches which seek to provide information which would help to augment the capital, business development skills, appropriate technology,

markets and strategic partnerships and alliances like mergers, joint ventures etc.

Tanzanians' reading culture: Tanzania faces shortage of books and other reading materials, which compounds the problem of information search for the people. Still, efforts must be made to disseminate relevant information needs to different groups, ranging from rural poor; rural women; pastoral communities; urban poor, people with physical disability, SMEs etc., the effort is inadequate.

Research and consulting services: SMEs need to be activated, supported and assisted to contribute respective publications to the legal deposit, for national imprints. Unlike in the past, today there is little effort exerted on National Bibliographies and other publications like journals and newsletters.

Networking and cooperation among library users need to be enhanced: library as an information exchange centre provides an avenue for exchanging valuable information from different sources: from other libraries, institutions and individuals who would like to use library as an information desk.

6.0 Conclusions and recommendations

Through creation of community libraries and similar local government interventions can facilitate learning at a greater speed. This approach was initially used in the period between 1964 and 1974 during Adult education classes. In history a lot of library activities were done, from funding libraries, supporting staff and running mobile libraries, postal and book boxes services to targeted customers. This model should be replicated by all libraries from the national central Library to regional, district and down to community centre libraries, to help drive SMEs operations

SMEs target groups are largely found in rural areas, it is unfortunate that most library services are metropolitan. It is therefore recommend that TLSB should begin to think of developing outreach services that aim at improving the resource (people's) capabilities in order to achieve strategic fit between internal resources and capability to match with available external opportunities.

TLSB should also be committed to the ideal of developing, improving and enhancing the capacities of SMEs and the general public in information search; It is recommended that because SMEs face problems of capital, Entrepreneurship and training, partnerships, technology and marketing, then TLSB should try as much as possible to become a one stop centre for information sourcing and exchange.

TLSB needs to amplify its social marketing programs and services such that they can be accessed even in late hours of the day, as some sections of the

people, especially the working class can only make use of this service after working hours; In this way, libraries should be seen as recreational places, just like pubs and clubs.

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THE ROLE OF INFORMATION IN DEVELOPING NON - GOVERNMENTAL ORGANISATION SECTOR IN TANZANIA

John L. Mkhumbi

Abstract
This paper discusses the role of information in developing non-governmental organisations (NGOs) in Tanzania. It argues that information remains to be not only the backbone but also the source of power in the development of the NGO sector in Tanzania. Through information the NGO sector has helped Tanzania to create more informed population as well as to raise important issues including the improvement of the economy of the land and the welfare of Tanzanians in general

1.0 Introduction

This paper discusses the role of information in developing Non Governmental Organisations (NGOs) in Tanzania. By and large, the paper draws upon my personal experience of working with the directorate of NGOs within The Ministry of Community Development, Gender and Children which is the authority in both registration and coordination of NGOs in Tanzania.

The National Policy on NGOs (2001) and a specific legal framework for the registration and coordination of the same namely, *the Non Governmental Organisation Act, No 24 of 2002* were put in place in 2001 and 2002. Hitherto, NGOs like all other Civil Society Organisations were being registered under different pieces of legislation, i.e. *The Societies Act* (Cap 337), *The Trustees Incorporation Act*, (Cap 375) and/or *Companies Act* (Cap 212). As clearly illustrated by the National Policy on Non - Governmental Organizations, 2001this was a source of confusion hence the need for a specific legislation to cater for the registration and coordination of NGOs. I too find it of great value to have a common understanding of the terms herein used namely, *Information* and *Non Governmental – Organisations* when discussing the paper, hence, the need to define the two terms.

2.0 Information defined

Generally, Information is defined as knowledge about facts and news. It is a processed data which can be communicated. However, in the course of going through a number of publications and articles on the subject, I came across another definition of the term. It means *"knowledge communicated or received concerning a particular fact or circumstances."* (Google – 01/10/2012). To me the two definitions sound the same. I thus accordingly adopt them. As such, this paper so defines the term *information*.

3.0 NGO defined

There is no one universally accepted definition of the term NGO. The term carries different connotations in different circumstances and jurisdictions. However, for the purposes of this paper we intend to adopt the definition of the term as per the law, i.e. *the Non - Governmental Organisations Act, No. 24 of 2002* as amended by *Written Laws (Miscellaneous Amendment) (No.2) Act No. 11 of 2005.* The law defines NGO to mean:

> "Voluntary grouping of individuals or organizations which are autonomous, non-partisan, non - profit sharing organized at local, national or international level for the purpose of enhancing or promoting economic, environmental, social or cultural development or protecting the environment, lobbying or advocating on such issues".

The law, however, excludes trade unions, social clubs, religious or faith propagating organizations as well as Community Based Organizations (CBOs) from the domain of NGOs. From the definition it is obvious that NGOs do operate from international to the grass-root level, hence, the importance of information in their creation, existence and development.

4.0 Importance of information in the operations of NGOs

Information, in the NGO Sector, is like blood in our biological bodies. It is a *condition sine qua non* for their existence. Just as we cannot live and grow without blood, NGOs too cannot emerge, exist and/or develop without information. It is through information that NGOs and other key stakeholders can make informed decisions. On the other hand, information creates demand for transparency and accountability in the operations of NGOs. Information facilitates feedback and learning among stakeholders which enable them to avoid past mistakes. Information remains to be the power that enables NGOs and other key stakeholders to influence others. Best practices information, for example, can be used to build models for influencing policies. Donors may need to know credibility of NGOs they wish to fund. Banks may as well need information on whether the organizations applying to open bank accounts in their respective banks are indeed genuine and have been dully registered.

In this way, information may flow vertically, horizontally and within organizations themselves. Information has to flow from the government to the NGOs through the established mechanism such as the National NGOs Coordination Board and The National Council for NGOs, on the one hand, and as between NGOs and other stakeholders on the other. In this way, you have vertical and horizontal flow of information in the operations of NGOs.

5.0 Vertical flow of information

Before embarking to perform the intended activities pursuant to their respective constitutions, NGOs are required to register with the Registrar of NGOs. In so doing, information has to pass from the Government to the sector and vice versa. NGOs have to know for example, where to register their organizations. In Tanzania this is a very important piece of information due to fact that there exists multiplicity of laws regarding registration and coordination of different Civil Society Organizations.

On their part, registered NGOs are legally duty bound to submit to the Registrar their respective annual activity cum financial reports. The law is clear to the effect that failure to submit the same for two consecutive years, shall be lawful for the National NGOs Coordination Board to imply that such NGO has ceased to exist. It can thus be de - registered unless and until sufficient cause is shown to the contrary. This reporting is what makes the government be aware of what is taking place in the NGO sector at all levels up to the grass-root.

Since the Government is required to work in partnership with NGOs in the delivery of public services and other programmes and since the Government is free to sub-contract NGOs to undertake programmes where NGOs have comparative advantages and have expressed interest, clearly therefore information plays a vital role in fulfilling this noble cause. Such contracts can, under normal circumstances, be performed between District Councils and NGOs. The only enabling factor in this respect remains to be smooth flow of information between the parties and, of course transparency on each part. The Government may need to get information on where NGOs get their funds, the legality of the same and whether such funds are used solely for the intended objectives.

6.0 Horizontal flow of information

Horizontal flow of information means communication of information within the members of each particular NGO as well as sharing of information between different NGOs and their respective networks at district, regional and/or national level. The law in Tanzania creates the National Council for NGOs as the apex body for all NGOs in the land. All NGOs fall under this umbrella. As such information has to pass between members of the NGOs as well as between members of one NGO and another. The formation and development of all these depend on flow and exchange of information between them. Flow of information enables members of the NGO sector to learn best practices amongst themselves, and in so doing to enhance the development of the sector.

7.0 Flow of information between NGOs and the donor community

Up to July, 2012 Tanzania had a total of 5,440 NGOs registered under *The Non - Governmental Organisation Act, No 24 of 2002*. Out of these 4,655 came for registration while 785 came for Certificate of Compliance. NGOs in Tanzania, like those in other developing countries, by and large, depend on external funding. Naturally therefore, there is a lot of information flowing between NGOs and the donor community. It is the power of information which makes it possible for the sector to know where potential funders/donors can be found. The challenge in this respect is that, whereas there is a lot of information flowing between NGOs and the donor community and vice versa there is almost none flowing from donors, notifying the government on how much money has been donated to such NGOs, particularly when the same is donated directly to the recipients and not through the government. More often than not, it is after the donor realises that such money has been misappropriated when they revert to the Government for assistance to recover the same. A good example of such a situation is the current conflict existing between Knock Foundation, a USA based international NGO registered in Tanzania under Certificate of Registration No.00NGO/00003155 and Matumaini Child Care Centre which runs an orphanage home operating in Rau Village in Kilimanjaro Region. The former is the donor of the later particularly in the running of the home. It being not the subject matter of this paper, it suffices to say at this juncture that the case is right now in the hands of the Police.

8.0 NGOs communication capabilities

Admittedly media liberalization has brought a rapid expansion and more access of information to rural and urban population in Tanzania. This situation has led Tanzanians to have access to information following the growing number of media including radio, television stations and newspaper publications. So it is easy to exchange information through the media.

On the other hand, however, it is of vital importance to know NGOs communication capabilities and use of information in the course of their operations when serving the society. Many NGOs perceive Information and Communication Technology (ICT) as an important tool to optimize operations and information exchange. However, there are a number of challenges in this respect as shown hereunder.

9.0 Challenges

Notwithstanding that there are numerous networking NGOs and organizations in Tanzania, the National Council for NGOs inclusive, experience shows that there is a big challenge when it comes to flow of information between members of the same NGO, and between one NGO and another. It is not common to find people sharing information, say on where possible donors are. In most cases fast communication amongst NGO members is where and when

there is a matter from the government side which is believed to affect them negatively. This seems to be a case of "every one for himself" when it comes to exchange of information on positive matters.

As we have shown above, NGOs do operate up to the grass-root level, meaning the villages. However, there are almost no internet facilities thereat. By and large, information flow in these areas is through mobile phones or seminars, conferences and meetings as held by NGO in the course of their operations.

Last, but not least, the fact that most NGOs in Tanzania are donor dependant erodes rather than enhancing their legitimacy, a difficult challenge to overcome. More often than not, local NGOs implement the wishes of the donors as opposed to theirs and those of the communities they are serving.

10.0 Conclusion

From the discussion above it is obvious that information remains to be not only the backbone but also the source of power in the development of the NGO sector in Tanzania. Through information the NGO sector has helped Tanzania to create more informed population as well as to raise important issues including the improvement of the economy of the land and the welfare of Tanzanians generally. NGOs are accepted as a part of the international relations landscape, and while they influence national and multilateral policy-making, increasingly they are more directly involved in local action.

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ROLE OF LIBRARIES IN EDUCATION WITH SPECIAL REFERENCE TO INSTITUTIONS OF HIGHER LEARNING IN TANZANIA

Jangawe Msuya

Abstract
This paper addresses the role of libraries in education, with special reference to institutions of higher learning in Tanzania. It argues that higher learning institutions libraries face a myriad of challenges including obtaining resources such as financial, physical, human and information, donor dependency, reading culture, and ICT development; Despite the problems. These libraries have a key role to play in supporting learning in Tanzania.

1.0 Introduction

This paper addresses the role of libraries in education, with special reference to institutions of higher learning in Tanzania. The discussion in this paper is based on the author's personal experience in working in the information profession for almost thirty years, providing library services as well as teaching in Information Studies Programme of the University of Dar es Salaam. In the course of writing this paper, the author also consulted some Heads of academic libraries, for updates.

The paper starts with characterization of academic libraries, showing basic features of the libraries. This part touches the challenges of obtaining resources such as financial, physical, human and information. Further, the paper discusses the issue of library donor dependency, reading culture, and ICT development; and then dwells on the role of libraries in supporting education. Finally, it ends with conclusion and recommendations aimed at improving academic libraries.

2.0 Characterization of academic libraries in Tanzania

This section examines what one would call characterization of academic libraries in institutions of higher learning in Tanzania. What is a typical academic library in Tanzania? How does it feature? What do you expect to see if you visit one?

2.1 Insufficient resources

The majority of academic libraries in Tanzania are characterized with the problem of resources as follows:

(a) Financial resources where funds allocated to libraries are not enough to run the libraries

(b) Human Resources: Insufficient number of staff because the libraries are not able to employ sufficient number of staff, again due to financial constraints

(c) Information Resources (books, journals etc) are not sufficient in relation to the number of readers, again due to the same reason. Acquisitions

budgets are very small, coupled with high price of books and other reading materials

(d) More often than not, there is no enough library space to accommodate the ever increasing number of students. The expansion of higher education does not go hand in hand with the increase of resources.

2.2. Donor dependency syndrome

Another characteristic of Tanzanian libraries especially those in government institutions of higher learning is the donor dependency syndrome. As a response to the problem of resources mentioned above, libraries have resorted to seeking donor assistance from development partners. Table 1 provides a picture of donor dependency.

Table1. Donor support to libraries of Institutions of Higher Education - Tanzania

Name of Institution	Donor Agency	Areas of Support
University of Dar es Salaam Library	Sida (Sweden) PITRO (Norway) INASP (UK) Book Aid International	Staff Training, ICT, Acquisition of e resources ICT, Acquisition of books, Capacity building Books
Sokoine National Agricultural Library	Norwegian Government Elsevier INASP (Oxford, UK) Vril (Belgium)	CCIAM Project Digitization Training Capacity Building Training, ICT Technical Support
IFM Library	American Embassy (Up to 2009)	Subscription to Journals
Open University of Tanzania Library	World Bank Sida (Sweden) Book Aid International (UK)	Staff Development Books, journals Equipment Library Space Capacity Building, ICT Infrastructure Books
Ardhi University Library	Carnegie Corporation (Up to 2009)	ICT development Books
Muhimbili University of Health and Allied Sciences Library	Sida (Sweden) DFiD (UK)	ICT, Capacity building, Training Health Information

Source: Communication with Heads of the respective libraries (2012). Donor assistance for Developing Countries is a common practice not only for libraries, but also in other sectors. This is not a bad practice. The issue however is that donation should only be used to provide seed money to facilitate self reliance.

2.3. Lack of reading culture

It has been acknowledged that creating a reading culture in East Africa (Tanzania inclusive) is a big challenge. One obstacle mentioned in developing a reading culture is that East Africa is predominantly an oral society (Jonnson, 2008). People are used to talking and found of conversation than reading.

Moreover, a major challenge that has been identified is the education system that is examination oriented. Magara and Batambuze state that "*...even the literate stop reading after they have finished writing their examinations.* A reading culture cannot exist in a situation like this where reading is only part and parcel of the school context and not all aspects of life.

In his research on factors contributing to poor reading habit in Tanzanian secondary schools, Ndaki (2006) shows that the problem is attributed to lack of books, poor reading foundation and lack of encouragement to read right from childhood.

The author himself has experienced for several times, a sharp drop of students' visit to the library immediately after completion of their examinations. When the new term begins, very few students visit the library. The number increases gradually as the lectures progress and assignments given. It reaches the peak during the examination period, and drops down very sharply after completion of the examinations.

3.0 ICT development

The adoption of ICTs in libraries has been gradual due to financial and technical constraints. Computerization projects are donor funded with little investment from parent institutions, as characterized earlier. In a survey on access to and usage of electronic information resources conducted by COTUL in 2011, a total number of 55 university and research libraries were visited.

In that survey, a number of problems were noted in the adoption and usage of e resources as follows:

(a) Lack of well established ICT infrastructure
In some libraries, it was noted that ICT infrastructure was not well established, including:

(i) Non availability of computers, where there were few computers compared to the number of users, e.g. at Centre for Foreign Relations, University of Dar es Salaam, Institute of Finance Management and many others.

(iii) Poor/No Internet connectivity/IP address e.g. at Muhimbili University of Health and Allied Sciences, Dar es Salaam Institute of Technology and University of Dodoma.

(iv) Power problems/ fluctuations/cuts. All libraries were equally affected. This is a national problem.

(v) Bandwidth
This problem however, is expected to be solved soon after the institutions are connected to Fiber Optic Cable, an initiative which is now at advanced stage.

(b) Lack of competent library staff to handle ICT matters e.g. at Muhimbili University of Health and Allied Sciences, Dar es Salaam Institute of Technology, where library staff have low ICT and search skills.

(c) Awareness
There is lack of awareness among the teaching staff and researchers on the availability of e resources. They are not aware of the existing electronic information resources as well as how to search and access them. In Dar es Salaam Zone for example, only 2 libraries out of the 5 visited (40%) have made some efforts to market their resources.

(d) Low Usage
Lack of awareness on the existing databases and how to search them resulted in low usage of e resources. Reports on the usage of e resources, generally indicate low usage of the resources.

(e) ICT Illiteracy
The overall problem of ICT illiteracy was also noted in this survey where not all the teaching staff and researchers were ICT competent.

4.0 The role of university libraries in education

4.1 Roles played by libraries in education

Have libraries played any role in education in Tanzania? If yes, what are the roles?

Despite all problems mentioned above, libraries in institutions of higher learning have made a remarkable contribution to education process. Areas of Contribution can be summarized as follows:

- Provision of Information for teaching and learning processes,
- Support research functions of universities
- Consultancy role: Assisting other organizations/ institutions to develop their libraries
- Conducting teaching programmes in Library and Information Studies;
  e.g. UDSM (Masters and Ph D courses),
  SNAL (Postgraduate Courses in Information Studies)
  MUCCoBS Elementary Library Course

- Outreach programmes: A few libraries have managed to get out there to the community and assist peasants with their information needs. Sokoine University of Agriculture Library for example, collect research findings from their researchers, re-package the information and distribute it to the peasants. It prepares brochures on topics of relevance to agriculture and distribute them during Nane-Nane Celebrations (Farmers day) in an effort to educate them.

4.2 Nyerere on the role of libraries in supporting education

The Library's central role and its linkage with teaching, learning, research and consultancy functions have been underscored by the late Mwalimu J.K. Nyerere, in his discourse on the meaning of the University and its relevance. Mwalimu defined the functions of the University, amongst other things, as advancing the frontiers of knowledge, through its possession of a good library. Mwalimu stressed that: *"a University which prohibits one or part of the functions, would die or cease to be a university"* (Nyerere; 1973: 307).

Impliedly, the role of the Library in supporting the teaching, learning and research activities is crucial and it is interlinked with the teaching, learning and research processes.

In the same vein, a good library is one that has academically and professionally trained personnel and adequate resources to support a modern university. Nyerere conceived a university library not as a mere appendage of the parent institution, but a critical tool in advancing the frontiers of knowledge. Indeed, a good library is a mirror through which the academic health of a university can be gauged.

4.3 Manifestation of the role of libraries in education

The role a university library can be demonstrated in several ways: For example, statistics collected by a university library on a daily basis can be a good indicator of the contribution of the library in the education process. These include among others, the number of visits made to the library, reservation for usage of computers and Special Reserve materials, circulation statistics, citation of materials obtained from the library etc. All these indicate that libraries are being used in the teaching and learning processes. The teaching and learning processes cannot be accomplished without effective use of library services.

The Ministry of Education provides certificate of accreditation to a new university only after it has been satisfied that it has a functional library. This is an indication that libraries play an important role in the teaching and learning processes, without which a university cannot function. As is commonly acknowledged, you can have a library without a university, but you cannot have a university without a library. A library is the heart of any university worth the name.

The importance of a library at the university can clearly be seen when the services are not offered. For example when there is black out- students cannot access library services. At this time, you can observe the extent to which students become upset, and keep on standing by the library, hoping for the resumption of power. This is an indication of the role of the library in the education process.

5.0 Conclusion

Basing on the discussion above, one can confidently conclude that libraries have significant contributions to education. Libraries support the teaching, learning, research and consultancy functions of a university. This in turn, contributes to the socio-economic development of a country.

One of the missions of a university in a country with developing economy like Tanzania is to produce high level manpower needs of the country. When the university produces such manpower, with the support of the library, it implies that the library has also contributed to the processes of producing the graduates. These people are going to work in various sectors of the economy such as health, engineering, law etc. hence, contributing to socio-economic development of the country. As such, the library has also contributed to that process. As the saying goes, *books build nations*, implying that for development to take place, you have to produce experts, who must go through the education process, using library services and facilities.

6.0 Recommendations

Based on the above discussion, the following recommendations are made to improve the situation, and enable the libraries increase their contributions to education:

6.1 Improved government funding

The owner of all government owned universities is the government itself. As such, it is logical that, this owner should provide sufficient funds to enable its universities libraries provide improved services. University Library budgets are however hardly not enough year after year. In some institutions, even the approved budget is not released. This makes it difficult for the libraries to accomplish their planned activities.

6.2 Development of consortium to share resources

Tanzania has a library consortium known as the Consortium of Tanzania University and Research Libraries (COTUL). This brings together all university and research libraries in the country. The main objective of the consortium is to share electronic resources. The Consortium subscribes to e -resources on a country-wide license. To date, only 51 institutions are registered members. In order to reduce subscription costs, all universities and research institutions should join the consortium and pay their contributions.

6.3 Use of open access resources

In addition to the use of commercial e resources, the libraries should also use Open Access Resources. Using the Directory of Open Access Resources, one can search and freely access information uploaded on the Internet. In addition, the libraries can consider migrating from Commercial Library Management software to Open Access Library management software. The University of Dar es Salaam Library for example, uses ADLIB software to manage its in-house activities. This costs more than ERO 5,000.00 per year as software subscription fee. Software like KOHA for example, which is currently used at the Open University of Tanzania (OUT), can be used to eliminate such costs. Customization of the software however, is important.

6.4 Developing institutional repositories to share research findings

Libraries in Institutions of Higher Learning need to create Institutional Repositories in order to share research information. Such initiative will avoid duplication of efforts. As pointed out by Bee (2012), many researches are being conducted in institutions of higher learning in this country. The findings however, are not widely shared among these institutions. In this way, it is no wonder to see a research completed in one university being done in another. As such, he called upon librarians as information gate keepers, to take up the challenge and develop institutional repositories, where research findings could be digitized and made accessible through the Internet.

6.5 Libraries for building a reading culture

There is a need to inculcate a reading culture through provision of libraries right from the beginning where pupils should be introduced to libraries. Our classes should be equipped with corner-libraries (mini libraries) for the pupils to select books for leisure reading and allowed to take home. This will result into building a habit of loving books, hence, developing a reading culture. Our education system should also be geared towards attaining life-long skills rather than passing examinations.

6.6 Donor support

Assistance from development partners is still needed for library development. However, in order to make it more meaningful, it is the recipients who should determine the specific areas that require donor support. Although donors may have broad areas of interest such as ICT, training etc, but, when it comes to the exact type of support needed, the recipients should be given the opportunity to specify. In other words, donor assistance should focus on the needs of the recipient.

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INFORMATION AND LIBRARY SERVICES PROVISION: A KEY INTERVENTION IN SUSTAINING LITERACY IN TANZANIA

Edward Lugakingira and Wilberforce Meena

Abstract

The paper argues that, literacy is still the only means of empowering the illiterate adult and youth population to participate effectively in socio- economic development. Literacy skill underpins learning in all other areas and is one of the key indicators used by UNDP for measuring human development. The second dimension of literacy is about enabling communities to access information that is useful and relevant. This enhances knowledge because people become able to understand their environment better, to learn new skills and to make more informed decisions about their lives.

> "Too often in our society a person who sits down to read is accused of being lazy or being unsociable. This attitude must change. When we get a situation where a man and his wife can sit together and when their children are encouraged to learn out of school by reading books which are easily available, then we shall have made a big break-through in our development..." Julius Nyerere

1.0 Introduction

Literacy is still the only means of empowering the illiterate adult and youth population to participate effectively in socio- economic development. According to UNESCO (1969), useful literacy should help men and women to live fuller and richer lives in adjustment to the changing environment, to develop the best element in their culture and to achieve social economic progress which will enable them take their place in a modern world. There are many factors that hinder literacy development but the most striking are those that evolve around issues of organization and management of the literacy programmes in general.

Literacy skill underpins learning in all other areas and is one of the key indicators used by UNDP for measuring human development. The second dimension of literacy is about enabling communities to access information that is useful and relevant. This enhances knowledge because people become able to understand their environment better, to learn new skills and to make more informed decisions about their lives.

The poorest and most vulnerable people need access to reliable information so that during difficult times they can decide on the best survival strategy, which will enable them and their families to keep going even during times of extreme hardship. New knowledge and skills are also crucial assets that can

improve a household's income-generating capability and reduce vulnerability to shocks, such as economic downturn, loss of employment or the illness of a wage-earning family member.

Before 1970, illiteracy in Tanzania was a widespread state of ignorance and exclusion from the knowledge which might have allowed movement towards development and hence a better standard of living. Most of the people relied on the oral skills of communication and memory knowledge which was acquired through cultural accumulation and socialization.

The declaration and launching of the National Literacy campaign in 1970 was an opportunity seized by many Tanzanians to acquire the basic skills and competencies of reading, writing and numeracy. It was also a great opportunity for institutions such as the Institute of Adult Education and the Tanzania Library Services to ensure that this campaign was a success. The collaboration of these institutions, the government and development partners in the campaign ensured remarkable achievements in the eradication of illiteracy by 1986 where we had reached 90.4% adult literacy in Tanzania.

However, as time elapsed these achievements could not be sustained as most of the adult population started relapsing into illiteracy. Whereas in 1986 literacy testing recorded 90.4% of the adult population being literate in the 3R's i.e. reading, writing and numeracy skills, surprisingly the 1992 literacy testing recorded a drop of 16% to 84%. The above indicators and others from the testing revealed that the country was relapsing into adult illiteracy at a rate of 1% per year. Currently it is estimated that 34% of our adult and youth population is illiterate.

According to various studies carried out, some of the factors leading to this situation were the absence of sustainable strategies in the provision of literacy supportive programmes such as rural libraries, rural newspapers and radio programmes. This was not a healthy scenario and it has continued to exist to date hence calling for a serious intervention from each and every one of us to arrest the situation.

The purpose of my presentation is to explore the primary role of information and library provision as key ingredients in the process of sustaining literacy achievements for development. In this particular case I would be referring to the experience of the Institute of Adult Education in terms of development, accessibility and distribution of post-literacy educational materials in Tanzania.

2.0 Role of public libraries in promoting literacy

The public library is viewed as part of the community complex because people love the personalized and collaborative learning environment and the social interaction which gives impetus to learning. Wedgeworth (2003) described public libraries as the natural allies, because the transmission of

culture relies greatly on communication in the form of literacy. The author further notes that the idea of embracing literacy as a core mission of the library will "...have a liberating effect across the spectrum..." Public Libraries play a crucial and indispensable role in providing users with unfettered access to education, recreation and Information. De Jagger (et.al) (1994) states that public libraries by nature are concerned with early and adult literacy. In Tanzania the public library does complement the pre-school, primary, secondary and higher and tertiary education. The public library acts as an extension of the school library or the educational curricular because the highest numbers of users come from the youth, for example, students do make greater use of the public library on a daily basis.

3.0 Availability, accessibility and distribution of literacy materials

Post-literacy educational materials are primers (simple readers) purposely developed; distributed and utilized to assist the adult literates sustain their newly acquired literacy skills. There are many forms of these materials. However, for the purpose of this presentation focus will be on the books, booklets, leaflets and newspapers that were produced for the neo-literates. Ideally people read for pleasure, information, knowledge and entertainment. Neo-literates are usually interested in matters concerning their daily life and needs. Information that provides solutions or helps in providing answers to their livelihood challenges is usually very relevant to them.

In 1983 when the new post-literacy curriculum was introduced, educational materials that were developed emphasized more on knowledge, skills and attitudes required by work oriented groups coupled with income generating projects. This was a deliberate effort to make them relevant to the daily life and needs of the users/learners unlike the materials that were developed under the earlier literacy programme. Under the new curriculum, educational materials covered areas such as agriculture, animal husbandry, handcraft, home economics, health and nutrition. This change in curriculum, brought on board various ministries, government departments, institutions and civil society organizations that started producing educational materials to educate adults on various developmental issues of the day.

In response to this new enthusiasm of the various players contributing simple readers for the neo-literates; the Tanzania Library Services came up with innovations such as limited rural library service in the form of book boxes to isolated rural communities, postal library services to remote readers who do not have access to library facilities and rural book mobile library service. The Institute of Adult Education through its network of regional offices used its facilities to ensure those and other educational materials reached the targeted communities through district libraries established by local authorities.

The concern at the end of the literacy campaign was on how to sustain the acquired literacy skills among our adults. One way of doing that was to have

appropriate and enough printed educational materials for the literacy graduates. By "appropriate" materials we mean materials with quality, simple, relevant, user-friendly, attractive, durable and educative.
Lesson learned from this is that provision of literacy and post-literacy programme is a multi-sectoral obligation and not a single sectoral or institutional responsibility.

The government had made commendable efforts to develop and print materials for the new literates through various programmes. For example under the post-literacy programme which began in 1979, around 5.7 million learners books and 1.3 million teacher guides were written, printed and distributed. The major objectives of the materials were:

- To impart knowledge and skills to adult learners so that they can use it in their day to day activities.
- To encourage cooperative economic projects.
- To strengthen skills in reading, writing and arithmetic.
- To prevent a relapse into illiteracy.

However the programme did not last long due to policy and design issues, therefore the new post-literacy curriculum had to be introduced in 1983 as I have alluded earlier. This time around the curriculum focused more on knowledge, skills and attitudes.

As part of the National Literacy project, other supportive programmes were introduced to assist in sustaining the project. These include:

- Rural newspaper programme which started in 1968 and covered only 4 districts but later in 1987 were increased to 8 rural newspapers covering mainland Tanzania and Zanzibar.
- Rural libraries programme which started in 1968 with 90 libraries; to date about 2,900 are in place. The objective of the government (Directorate of Adult Education) is to have one library in each village in more than 8,000 villages in Tanzania.
- Mass education programmes through use of mass media resources such as cinematography, photography, radio and films.
- Establishment of the National Correspondence Institute to assist in offering literacy and education to students without necessarily a learner physically meeting his/her teacher.

4.0 Key challenges

In spite of all the achievements recorded at the time there were challenges or obstacles towards sustaining literacy among the adult population, which in fact still exist to date as they have not been addressed yet. These challenges can be divided in three categories; there are those which can be classified as professional oriented challenges, the other as administrative and operational challenges as well as community or societal challenges.

Professional oriented challenges

Books and other reading materials for adults were prepared and continue to be prepared not based on the principles of how to write for an adult learner or neo-literate person. The most prevalent characteristics of these materials include; poor editing, materials being too academic, irrelevance of content, poor illustrations, inadequate printing font sizes and poor organization of content. Another challenge under this category is that although rural libraries have been established at least at ward level, they still lack a number of key resources in terms of administration and management capacity, financial and material support. The relative achievement that was recorded at the time was a result of the partnership that existed between the Institute of Adult Education, Tanzania Library Services and Directorate of Adult Education in building capacity of rural librarians with the assistance of the German Adult Education Association (DVV).

Another challenge was and still exists is that large proportions of literacy materials in rural/ward libraries have not been reviewed and therefore do not reflect the needs of the neo literates both in terms of quantity and quality since information for neo-literates needs to be relevant, provided in the right format, at the right time and to the right target group or learners. For a while experts in adult education and information management systems have not been able to design other communication media forms which are appropriate and learner friendly to cater for different levels of neo-literates.Publishing houses, authors, libraries and adult education experts have not been meeting to strategize on how best to design and develop appropriate and relevant materials for the neo-literates.

Administrative and operational challenges

Despite the fact that we are advocating for the promotion of a culture of reading as key to lifelong learning and sustainability of literacy; there are administrative challenges that work against the achievement of the objective. In this particular case we are referring to lack of sustainable funding for rural libraries which are scattered in very remote areas. Another is lack of a large public printing facility for book and literacy materials. The Institute of Adult Education has a printing press that used to print literacy materials on a large scale but its machines have broken down and need to be rehabilitated, however due to lack of funds they have not been able to revive them.

Community and societal challenges

The community or society at large has not changed its mindset towards promoting a culture of reading as a means of acquiring new knowledge and skills as well as sustaining the acquired basic literacy competencies of reading, writing and numeracy.

5.0 Role of the Institute of Adult Education in sustaining literacy and promoting lifelong learning

From the foregoing overview we need to see the potential of improving our services especially in the provision of support to the neo literates in terms of information and library materials as a means towards sustaining their literacy competencies.

As adult educators we are obliged to bring together experts and other players to design and develop appropriate and relevant information and literacy materials for adult learners. We also need to collaborate with other partners (local and international) to continue building capacity to the rural librarian's country wide through our outreach centers in the regions and districts as the capacity to do that does exist.

The Institute in collaboration with the Tanzania Library Services Board and other players should make periodic reviews to assess relevancy and quality of the literacy materials prepared and distributed to rural libraries. This is because information needs of neo-literates change with time. Currently the existing printed literacy materials are not enough and probably not relevant anymore as they no longer meet the needs of the neo literates of today. Therefore there is an urgent need on the part of adult educators, librarians and publishers to conduct a research on the needs of our new literates and work towards developing and printing materials that address today's issues.

6.0 Conclusion and recommendations

To be able to sustain literacy in any society it is imperative that people should cultivate a culture of reading. For countries like Tanzania which had made dramatic achievements in adult literacy skills during the 1970s to 1980s could have sustained those achievements if supportive structures and systems to encourage people to read were sustained and new innovation were put in place.

It is important to start considering introducing a modern type of service which will consider the needs of the neo-literates before designing and developing the various communication media forms that are appropriate and sustainable. In this regard we ask the government to support the institutions that are key players in ensuring literacy levels of adult and youth population in Tanzania are elevated to the previous levels of the 1970s and 1980s. This can be done by providing the necessary funding in the production of reading materials for adults, reviving the support structures and systems that existed then to effectively support literacy delivery. Partnerships between Public library and stakeholders in both private and public sectors should be encouraged to generate support for literacy programmes. Mobile library services for the physical and visually disadvantaged and other vulnerable groups should be

enhanced as a complement to conventional services. Finally ICT's should be incorporated into the Public library service's literacy programme.

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STATUS OF HIV/AIDS INFORMATION IN TANZANIA

Paul Akonaay Manda

Abstract
HIV/AIDS prevalence rates in the country have remained fairly high, hence the assumption that Tanzania is not having the desired and optimum positive impact on attitude and behaviour change. This paper reviews existing literature on HIV/AIDS in Tanzania to identify the types of HIV/AIDS information that is available; the providers of this information; the channels through which this information is disseminated and challenges in providing HIV/AIDS information in Tanzania. The paper recommends, amongst other thing, more provision of appropriate HIV/AIDS to communities; involvement of communities in identifying their HIV/AID information needs.

1.0 Introduction

In Tanzania the first cases of AIDS were reported in the Kagera region in 1983 and currently most of the families and households in the country know of a relative or an individual who has been affected by AIDS virus. To address the epidemic in 1985, the government set up the National AIDS Control Programme (NACP) to coordinate the response and establish AIDS coordinators in each district in the country (UNAIDS,). To further confront the growing epidemic, the NACP developed a medium term plan for the period 1987-1991 which was then followed by two more medium term plans covering 1992-1996 and 1998-2002.

These plans had three main aims: the decentralization of the health sector response, reducing HIV transmission and relieving the social consequences of HIV/AIDS through care and assistance. The Tanzania Commission for AIDS (TACAIDS) was then established in 2002 to coordinate the multi-sectoral response, bringing together all stakeholders including government, business and civil society to provide strategic guidance to HIV/AIDS programmes, projects and interventions. In 2003, TACAIDS launched the first National Multi-sectoral Framework (NMSF) 2003-2007, which outlined all areas of focus for stakeholders including cross cutting themes like stigma and discrimination, as well as prevention, care and support and dealing with the socio-economic consequences of HIV and AIDS. Under each broad theme, certain strategic areas were identified (such as school-based prevention and blood safety) and goals, challenges, targets and indicators of success were specified (TACAIDS, 2009).

The 2007-2008 Tanzania HIV/AIDS and Malaria Indicator Survey showed that the national prevalence rate among sexually active population (between 15 and 49 years of age) was 5.7% with variation between men (4.6%) and women (6.6%). The THMIS 2003-2004 reported a national prevalence rate of 7.0%. Significant variations are also observed among geographical regions of the country with Iringa and Dar es Salaam leading while regions in Zanzibar have the lowest prevalence rates in the country (TACAIDS, 2008).

According to TACAIDS (2009) the contributing factors in the transmission of HIV/AIDS in Tanzania include the following: promiscuous sexual behaviour; inter-generational sex; concurrent sexual partners; presence of other sexually transmitted infections such as herpes simplex x 2 virus and lack of knowledge of HIV transmission. Other contextual factors responsible for high transmission rates are: poverty and transactional sex with increasing numbers of commercial sex workers; men's irresponsible sexual behaviour due to cultural patterns of virility; social, economic and political gender inequalities including violence against women; substance abuse such as alcohol consumption; local cultural practices e.g. widow cleansing; mobility in all its forms which leads to separation of spouses and increased establishment of temporary sexual relationships and lack of male circumcision.

It is significant to note that limited knowledge on HIV/AIDS is considered as one of the major factors explaining the spread and transmission of the AIDS epidemic. It is estimated that in Tanzania only about 40% of the women and slightly more men (44%) have comprehensive knowledge about sexuality, HIV and ways of preventing it (Mwiturubani, D).

The major forms of responses in the fight against AIDS are the prevention (behavior change and communication campaigns) and treatment (antiretroviral therapies). Particular attention has so far been given to behavior change (ABC) to reduce the spread of epidemic. It has been anticipated that information was to be a powerful tool in bringing about attitude and behavior change among individuals and communities at large. Therefore IEC has been a key programme component in the HIV/AIDS prevention not only in Tanzania but elsewhere.

However, prevalence rates in the country have remained fairly high and hence there is an assumption that HIV/AIDS IEC is not having the desired and optimum positive impact on attitude and behavior change. This paper reviews existing literature on HIV/AIDS in Tanzania to identify the types of HIV/AIDS information that is available; the providers of this information; the channels through which this information is disseminated and challenges in providing HIV/AIDS information in Tanzania. The paper is divided into 6 sections: introduction, HIV/AIDS information in Tanzania, providers of HIV/AIDS information, challenges, conclusions and recommendations.

2.0 HIV/AIDS information in Tanzania

Generally literature review has indicated that in order to effectively reduce the spread and transmission of HIV/AIDS timely and reliable information is a necessity. This includes the provision of information that can change attitudes; beliefs and practices in a given social system that normally would enhance the transmission of the disease. Consequently the major activity in the prevention and control of the spread of HIV/AIDS is the provision of information on various aspects of the pandemic.

In Tanzania HIV/AIDS information is available albeit at varying levels on the following areas: prevention (e.g. fluid transmission; risky sexual behaviour; substance abuse; child birth; blood transfusion; attitudes, beliefs and practices of the communities; mode of transmission e.g. sexual intercourse; sharing of sharp instrument, mother to child transmission etc); treatment (available information include: where treatment is available; side effects of drugs; drug resistance; various test e.g. CD4 count etc); care of the affected (information is generally available on the providers; services; costs associated with this. Information is also available on the following aspects of the disease: stigma (legal rights especially at work place; human rights violations) and access to information and policy; Voluntary Counselling and Testing (available information include location of tests; test types; results etc). HIV/AIDS information is also available on vaccines; symptoms (e.g. loss of body weight, diarrhoea; recurrent fevers etc); prevention of mother to child transmission (PMTCT); networking etc.

2.1 Providers of HIV/AIDS information in Tanzania

The provision of HIV/AIDS information in Tanzania is a collaborative venture between the government; civil society and the private sector. Studies have observed that HIV/AIDS information is not in short supply in Tanzania. And this is provided and accessed on a daily or weekly basis. The major providers of HIV/AIDS information in Tanzania are: Central and local governments (municipal, village governments, councils etc); the public and private sector institutions, civil society organizations such as NGOs, FBOs; CBOs.

2.2 Channels of communicating HIV/AIDS information

The main media for the delivery of messages about HIV/AIDS in Tanzania include television, radio, newspaper, leaflets, health facility and one-to-one conversation, such as between friends, parents and children, religious leaders, traditional healers and a presenter and audience at meetings. These sources of information can be categorized into two major groups based on dissemination systems. The first group consists of modern systems — television, radio, newspaper, leaflets and conversation in conferences. The second group is based on local systems — one-to-one conversation between friends, parents and children, and adults and youths.

The mass media such as radio and newspapers are among the most common and popular source of health education and information in Tanzania and in many other developing countries. Studies (Sheri; Rumisha, et al 2006) have revealed that the broadcasting technologies of radio and television are the most prevalent forms of information communication technologies in Africa, and are the primary vehicles both for disseminating information about prevention and treatment services to large sectors of the population, and for reducing the silence, stigma, myths, and misconceptions associated with the disease. However, accessibility, affordability and illiteracy are among barriers that limit the positive impact of such mass media and thus these factors need be considered when designing and implementing health information related

programmes. The relative prevalence of radio and television in Tanzania makes these key technologies for disseminating information on AIDS and other health problems. Unfortunately access to television programmes is limited as the ownership is mainly concentrated in urban areas and among well to do households.

Radio programmes:

HIV/AIDS and health radio programmes are now becoming more popular with the use of more innovative approach that is interactive e.g. call-in shows to engage directly with listeners on myriad topics - including health, notably by making health experts available to answer audience questions on an anonymous basis. A study conducted in Iringa and Mbeya regions found that 16 percent and 12 percent, respectively, of weekly listeners said they have called in to such a show. This study also found that radio programmes received the highest marks for trustworthiness as a source of news and information. The radio also provides information on use of condoms and voluntary HIV testing (Aidsmap, 2008). However in some rural areas transmission of radio programmes is not effective.

TV programmes:

Television programmes and advertisement have been used effectively to provide information on HIV/AIDS. For example the local Femina HIP (Health Information Project.) which started in 1999 runs an interactive website and TV talk show, targets youth with information about healthy lifestyles, sexuality and the risk of STDs including HIV/AIDS. Among the popular HIV/AIDS television programmes included *'Afya'ya jamii'* and *'UKIMWI ni huu'*.

Newspapers and magazines:

In Tanzania newspapers carry articles on HIV/AIDS with information on the use of condoms, abstaining from sex and the impacts of HIV/AIDS. *'Si Mchezo!'* (No Joke!) is an example of a magazine published by *Femina* which targets out of school youth, mainly in rural areas and is estimated to reach 2 million people with every issue. The magazine is specially written for semi-literate audiences and has a local focus on issues related to youth and health. The major drawback of newspapers in effectively educating the community is the issue affordability and illiteracy among the community members.

Health facilities:

In the health facilities most of the HIV/AIDS information, education and communication materials found are in the forms of posters, leaflets, calendars and stickers. These materials often carry messages on general information on HIV/AIDS, caring of AIDS patients, use of VCT and PMTCT, diet for AIDS patients, stigmatization and discrimination, prevention and control as well as treatment of opportunistic infections. Other HIV/AIDS education materials are found in public places as billboards, posters and stickers. Most of them have information on prevention.

Additionally in most of the health facilities guidelines on "Prevention of mother to child on transmission of HIV" and "HIV/AIDS and STI counselling" are available. Health facilities are among the most reliable sources of health education in Tanzania although they are not easily accessible to majority of community members due to various reasons including distance and cost of transport. Experience has shown that rarely people visiting health facilities have time to read messages contained in posters as they attend facilities for reasons of seeking care and not health information. Studies have observed that health facilities that regularly conduct health sessions were among the least preferred ways of getting health information in urban areas of Dar es Salaam and Morogoro in Tanzania (HIV/AIDS Education..., 2010).

3.0 Challenges/obstacles in the provision of HIV/AIDS information in Tanzania

The critical questions to ask is why is it that despite the increased flow of HIV/AIDS information the HIV prevalence rate is still relatively high in Tanzania? Why is the pandemic regarded by many people as a major health issue and that they need additional and more information? We therefore need to address the issue whether information is being delivered in a manner that it will have a positive impact or not. Furthermore while information might be available the issues of utility of that information and internalization of messages so that they have an impact in terms of attitude and behaviour change modification are in itself a challenge.

Studies (Aidsmap, 2008; Mwiturubani; Rumisha et al 2006) have examined two systems of disseminating knowledge and information about HIV/AIDS in Tanzania — modern and local knowledge systems. These studies have observed that none of them is very effective by itself in imparting HIV/AIDS knowledge to Tanzanians, particularly to the high-risk group of population such as youths and women. For example youths trust neither the people delivering information nor messages delivered. One of the main reasons given was that stakeholders are not involved in designing the programmes to disseminate HIV/AIDS information, which therefore hardly take into account the needs of the various groups.

Studies (Aidsmap, 2008; Mwiturubani; Rumisha et al 2006; Lwoga and Matovelo, 2005) conducted in Tanzania further show that all media — television, radio, newspapers — include stories and commentaries on HIV/AIDS, yet the change of behaviour among the vulnerable population has been insignificant. Furthermore, illiteracy and the lack of income to purchase the sources of information have negatively affected HIV/AIDS knowledge dissemination, particularly through modern systems. Adults also seem to be an obstacle for youths to receive HIV/AIDS information from modern systems in terms of nature of programmes, language used in the dissemination of information. While local systems could be the most effective, but many youths do not trust them either. They argue that their elders do not have up-to-date and adequate information.

The above summary implies that the provision of HIV/AIDS information faces numerous challenges among these are: First, sex education is not widespread and effective in Tanzanian schools. It is therefore not surprising that pregnancy is the leading cause of girls dropping out of school. This is despite the fact that sex education is a vital part of reaching young people and ensuring that HIV incidence does not increase in the coming years according to research.

Second; inadequate and contradictory legal framework: For example, the criminalisation of high-risk groups in Tanzania such as sex workers and men who have sex with men is at odds with the 2008 law as it makes it difficult for these groups, already marginalized and stigmatized, to access care and treatment.

Third; lack of knowledge about AIDS is one driver of stigma and discrimination. Four out of ten women and a third of men surveyed in the 2007-2009 HIV and Malaria Indicator Survey reported that they would not buy fresh vegetables from a shopkeeper who has HIV, and half of all women and 40 per cent of men said they would feel it necessary to keep it a secret if a family member was infected with HIV.

Fourth; stigma and the belief (such as an HIV positive person has been cursed by witchcraft) can lead to reduced motivation to seek treatment. According to various research, "pervasive stigma remains the most formidable barrier" to taking up free antiretroviral treatment in rural areas (Kisinza, et al 2002).

Fifth; government faces huge challenges in the health sector which include the following:

- Human resource crisis: health sector is understaffed
- Health financing: limited Government contribution to health with large donor dependency. Generally the provision of HIV/AIDS education to the community depend on donor contribution (on materials like leaflets), availability of trained health workers on HIV/AIDS education and IEC materials, community gathering, church leaders and support from friends and organizations.
- Low quality of services and satisfaction of clients with these services: lack of capacities (lack of adequate trained health workers (educators) on HIV/AIDS), commodities and inequities in access to information resources. This implies that adequate information is not provided on HIV/AIDS treatment, stigma and discrimination, transmission from mother to child, care and treatment, proper use of condom and its disposal, HIV testing.

Sixth; other constraining factors in the provision of HIV/AIDS information include, lack of job aids, inadequate IEC materials, lack of funds to conduct seminars and training on HIV/AIDS, lack of reliable transport to reach remote areas, impassable roads during rain seasons and poor compliance in utilizing education provided.

Seventh; religious teachings which restrict the use of condom limit the dissemination of information on condoms.

Seventh; discussions on HIV/AIDS at household level are facing some problems such as cultural and gender barriers. For instance, in only a few occasions children are involved in household discussion about diseases and such discussions are always lead by the parents.

Eighth; beliefs and poverty are associated with failure of the community to adopt and utilize health messages provided in health education programmes. It is a fact that some of the interventions require financial inputs. In such situations, prompt behavioural changes may not be realized in the pace expected by health providers. Poverty has also been linked to other factors like illiteracy, unemployment among youth and ignorance.

Ninth; lack of role models is another factor hindering the positive impact of information. For example research has shown that information about HIV/AIDS is disseminated to the youths by adult communicators may have an uncertain reception. Youths try to compare what is taught and what adults actually do in relation to fighting the spread of HIV/AIDS. Adults tell to abstain but at the same time they (adults) are having sex with girls of their age group. "We are told to listen to adults' words and not to follow their practices". Such a situation is not likely to make any impact on youths' attitudes and behaviour regarding proper sexual conduct. Furthermore Health educators themselves are often not regarded as good models as they are also practicing unsafe sex openly.

Tenth; the effectiveness of ABC approaches especially when condoms have to be purchased is questionable. Since impoverished people make up a significant proportion of the population, some are unable to purchase them. There are also sensitive and contentious issues on making condoms accessible and available to secondary and primary school pupils. Furthermore traditional methods such as abstinence are regarding by some people as being outdated.

Eleventh; gender inequality in terms of access to information and status is another important challenge in the access and use of HIV/AIDS information in Tanzania. The existing socio-cultural settings in African societies and the differences in accessing knowledge about HIV/ AIDS explains some differential prevalence rates among men and women. In Tanzania for instance there is more illiteracy among women than men and that awareness about condom use is lower among female youths as compared to male youths. Most programmes and commentaries on HIV/AIDS prevention in the media in Tanzania have placed much emphasis on the roles of girls in either resisting the sexual advances of men or insisting on the use of condoms. However, youths, both male and female, indicate that girls have less power in making decisions on the use of condoms. Even the availability of female condoms is problematic in most areas and places. Despite the prominent role of female in

HIV/AIDS prevention, there are no specific programmes to disseminate knowledge that target or involve them from the first stage of programme design. Instead female, are portrayed as weak and unable to make an appropriate contribution in the decision making process.

Eleventh; a 2008 report noted the lack of integration of information about HIV and AIDS into the Tanzanian national curriculum, despite claims by the Ministry of Education that teachers are well informed and equipped to provide HIV and AIDS education. Some major challenges identified by the report include problematic teacher-pupil relationships, lack of resources, stigma and cultural taboos, and a lack of culturally sensitive information.

Twelfth; religious beliefs and traditions (especially in the rural areas and among certain denominations and religious faiths/ideology) may not provide information on certain preventive measures e.g. condoms or support and disseminate information on condom use.

Thirteen; peer pressure especially as it relates to sexual behaviour can reduce the impact of information.

Fourteen; low levels of education; language barriers; limited access to radio, TV and newspapers or limited time to access these sources of information and family structures that limited effective intergenerational communication.

Finally, the medium of communication through which information reaches the intended target is an important element in the delivering of HIV message. The integrity of the providers of information influences the rate of acceptance of information in addition to these other factors.

4.0 Conclusion

Based on the review of literature the following conclusions are made on the state of HIV/AIDS information in Tanzania:

One, this review of literature on HIV/AIDS information in Tanzania shows that majority of people in the country know of the problem of HIV/AIDS, including the preventive measures. What they do not know is how to address the problem properly.

Two, there is an information gap between various social groups and it would appear that women and youths are least informed and have limited opportunity to express their perceptions and feelings in the design and creation of information programmes. The cause of information gap at this level is likely to be due to channels used in information communication.

Three, effective communication of valid and appropriate information is the specific remedy for infection rates attributable to a lack of information, and for

many of the social ills associated with misinformation and myths about HIV/AIDS. Therefore the methods employed in HIV/AIDS knowledge dissemination, whether based on modern or local approaches; do not give historically disadvantaged social groups such as women and youths an opportunity effectively to participate in their design and implementation. Therefore there is a need for appropriate and timely HIV/AIDS information based on local context. Health education should identify community needs and address economic and socio-cultural barriers to facilitate education utilization and behavioural changes required in HIV/AIDS prevention and control in Tanzania. And for information to have an effective impact these other factors need to be addressed as well. AIDS pandemic will continue to pose severe public health and socio-economic problems in Tanzania due to lack of appropriate and effective information and communication about the disease indicating that current HIV/AIDS programmes are failing amongst the highest risk groups in the epidemic. Source of appropriate information and communication is key to a community response to the pandemic.

Four, an effective health information communication requires partnerships between health providers, religious and community leaders, parents, and media. A community oriented approach holds great promise for bridging gaps in HIV/AIDS information and communication. An effective response relies on community mobilization and active participation in all aspects of the AIDS pandemic. The government has an important role to play in promoting and expanding the opportunity for access to information but, faith-based organizations, schools, and community-based organizations are the key community links for the flow of reliable information within the community.

Five, the age of the recipient of message might influence the choice of the medium. For example one of the studies found that young people in Tanzania ranked friends, parents and doctors as preferred communicators of sexual and reproductive health information. Furthermore the preferences and credibility rankings for sources of HIV/AIDS information suggest the need for evidence-based programmes that utilize peers and promote the involvement of parents or doctors. Particularly needed are interventions that explicitly aim to stimulate discussion among various social groups about HIV/AIDS and that foster the development of interpersonal skills.

5.0 Recommendations

This review identifies a number of recommendations that have been made in the literature.

First, there is a need for community-based communication initiatives to combat fear and misinformation. There is therefore need to provide appropriate HIV/AIDS education to community addressing subjects that facilitate their understanding of the disease in general. It is also important that

effective strategies are used to convey health education messages to the community

Second, health education should be demand-driven, thus it is important that communities are involved in identifying their needs.

Third, increase outreach to clinics and hospitals to encourage health professionals to proactively inform their patients about HIV/AIDS, particular among high-risk patients.

Fourth, design and implementation of programmes be participatory to include various social groups and stakeholders. Programme design need to include both modern and local systems in order to cater for socio-cultural issues which might affect the acceptance of the programmes. There is, therefore, a need for policy makers and planners in different social development projects including those against HIV/AIDS to understand the context in which disadvantage groups such youth and women and the high risk groups such as commercial sex workers.

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WOMEN ISSUES AND NEED FOR INFORMATION IN TANZANIA

Lilian Liundi and Scholastica Makwaia

Abstract
The paper sees information as an essential item to gender development and the flourishment of democracy in any country. In the recent past Tanzania has employed various efforts and initiatives towards improving access to information by the government and other actors. Yet despite the efforts the women have continued to lag behind in many things.

1.0 Introduction

It is an undeniable fact that access to information is essential to gender development and democracy in any country. Informed people can hold into account irresponsible leaders and demand for accountability, equal rights and social justice for all. "Freedom of expression includes the right to access, receive and impart information; it is enshrined in international law (article 19 of the universal Declaration of the Human Rights, 1948).

Tanzania is among the countries where the slogan "*Information is Power*" is well recognized and valued. In this country, access to information is not only regarded as a basic human right, but a constitutional right issue, the right to be informed, and to access and disseminate information is clearly stipulated in the Constitution of the United Republic of Tanzania, Article 18 (1) and 18(2).

"Without prejudice to expression and the law of the land, every person has the right to freedom of opinion and expression, and to seek, receive and impart or disseminate information and ideas through any media regardless of national frontiers, and also has the right of freedom from interference with his communications. Every citizen has the right to be informed at all times of various events in the country and in the world at large which are of importance to the lives and activities of the people and also of issues of importance to society (URT, 1998).

Various efforts and initiatives towards improving access to information in Tanzania by the government and other actors have been going on. For example, in 2003 under the leadership of President Benjamin Mkapa, deliberate efforts were made to establish a Directorate of Communication in the President's Office, and communication departments/ sections in each Ministry and key government bodies such as Prevention and Control of Corruption Bureau (PCCB). The Directorate and Communication departments are aimed at communicating government issues to ordinary citizens as central, core and as an obligatory responsibility. Communication is about improving

interaction between government and those governed, and inform how decisions are made and resources are used for the benefit of the majority.[1]

In 2011, under the leadership of President Jakaya Mrisho Kikwete, Tanzania officially joined Open Government Partnership (OGP), which is a new initiative aimed at promoting transparency, citizen empowerment, fight corruption and harness new technologies to strengthen governance.

To join OGP, countries have to meet basic transparency criteria in accordance with internationally recognized measures. In Africa, Tanzania is one of the only six countries that have qualified to join OGP, after promising to promote transparency and making government more open by providing relevant information to its citizens. To facilitate this, the government developed a plan of action under the Office of the President, whose implementation was later shifted to the Ministry of Constitutional and Legal Affairs. The plan started to roll out in the 2012/13 financial year. This year, the plan focuses on three sectors, namely health, water and education.

Among the priorities is to build infrastructure aimed at facilitating exchange of information. Such sectors design effective strategies for providing information to citizens. OGP is a commendable initiative. So far, top government leaders have shown commitment at local and international levels, to ensure that their citizens enjoy a constitutional right to information. It is expected that domestication of these commitments will be effected, and most importantly resources to facilitate its implementation will be allocated. However, despite efforts and initiatives made by the government, these constitutional mandates have not benefited most of the citizens especially women and marginalized groups.

The government has yet to translate this legal and constitutional right, and as a result, some politicians and bureaucrats have continued to deny citizens the right to information access, or information is at times released selectively.

In 2009, the government took the Right to Information Bill to Parliament and was returned back to stakeholders for their views and inputs. In 2012, the Minister for Justice and Constitutional Affairs, Hon. Mathias Chikawe, when delivering his 2012/13 budget speech outlined steps that would ensure that Tanzanians get access to information they need in their daily lives, through the proposed enactment of a freedom of information legislation.

Civil societies on the other hand, have also played a key role in improving access to information through popularization of various policy documents, programmes and strategies into a simple and user friendly language. CSOs

[1] Keynote Address by the President of the United Republic of Tanzania at the Launch of the Workshop on Improving Public Communication of the Government Policies and Enhancing Media Relations, 2003.

websites, public forums such as breakfast talks, Gender Development Seminar Series, Gender festival, and other online social networks have been used to facilitate access to key government information.

Women and other marginalized groups are doubly challenged by limited access to information in all spheres. Women are generally poorer than men. In rural areas, lives of women are more marginal compared to those in urban areas. On the other hand, participation of women in the development process has been constrained by their inability to influence policy making and planning, as well as by their inability to change the patriarchal ideology which continues to legitimize their subordinate status in society.

Educational policies and plans have also limited the ability of women to fully utilize their intellectual energies in the management of their economies. African states inherited gender stereotyped educational systems from the colonial masters. To date, little has been done to transform these gender stereotyped systems.

Women are overloaded with multiple roles in the society as mothers, wives, farmers, educators, water fetchers and entrepreneurs'. The heavy loads that women are shouldering isolate them from the rights to access key information resources, which would empower them to demand for gender equality, equity and social transformation.

Women do not have time and resources to search for or access information and educational opportunities available; nor the time required to go to the library, watch television, listen to radio, read newspapers, or access social forums. To attend or take active part in public/ community meeting is a big challenge to women due to the fact that they don't have time or they have to walk long distances to reach information resources, while the location and timing of the meetings is also not convenient to them.

Women have taken various initiatives in order to overcome some of the constraints which limit their effective participation in the development process. They question how government policies address the burden of unpaid care work of the women and girls, as they spend more time than before, caring for their loved ones who are ill or orphaned.

2.0 Women/gender issues in Tanzania

2.1 Gender issues in political arena

For more than 24 years, politics in Tanzania was based on one-party political system, with the Tanganyika African National Union (TANU) as the ruling party in the mainland and Afro Shiraz Party (ASP) in Zanzibar. In 1977 the two Parties merged to form Chama Cha Mapinduzi (CCM) which was the sole political Party in the country until 1992 when the country adopted the multi party system.

Until then, elections were held for the president and members of the single chamber of the union Parliament known as the National Assembly or "Bunge". The candidates were preselected by the National Executive Committee of CCM and presented to the electorate for a yes or no vote. In a society that embraces patriarchal values, the National Executive Committee was male-dominated; Chances that women would be selected were almost nil.[2]

Women issues were supposed to be taken care of by the Umoja wa Wanawake Tanzania (UWT), the women's political wing of CCM. Under pressure from UWT and in line with international commitments, CCM proposed the first affirmative action for women which paved way to Election Law in 1985 that provided for 15 per cent of special seats in the national assembly.

In 1992, following a Presidential Commission to look into setting up a multiparty democracy, the one party system came to the end, through the 8th amendment to the constitution which amended the parliamentary laws of 1985 to allow the formation and registration of political parties. The general election of 1995 was the first national multiparty election followed by another in 2000, 2005 and the last one was in 2010. Currently, there are nineteen registered political parties in Tanzania.

Equitable Gender Representation in Politics and Decision Making Processes:
In the national Assembly, the constitution clearly states that every citizen shall have the right to participate directly and also through elected representation in the government of Tanzania. Article 5 specifically states that every citizen of 18 years and above shall have the right to vote in a general election subject to conditions laid down by the constitution and electoral law. Women in Tanzania began contesting parliamentary seats right from the first general election.

However, the progress has been slow. In 1995, only 67 or 5 per cent of the 1,335 seats in parliament were contested by women. Out of these, only 8 were elected. In 2000 (21%), 2005 (31.6%) and 2010 the number of women rose to 36%[3]. One of the major contributing factors for the increase in representation is the work of NGOs and other stakeholders in sensitizing and motivating women to participate in the elections. For instance the Feminist Activist Coalition (FemAct) in consultation with women and other marginalized groups produced a Voters Manifesto in 2000,2005,and 2010 general elections, which were aimed at presenting the concerns and demands of voters who advocate for gender equality and social justice.
The low level of women participation in parliament through the election has been boosted through affirmative actions designed to increase the

2 TGNP Report on African Gender and Development Index (AGDI) The Tanzania report, Dar es Salaam 2003

3 Role of NGOs in Promoting Women Participation in Elections: A case of TGNP Tanzania in 2010 General Election paper presented at CSW in New York 2011.

number of seats held by women through special seats. Through series of laws, women representation in the national assembly has increased from 15% in 1985 to 36% in 2010. Despite such challenges there have been notable achievements. For example; for the first time in the history of Tanzania, a woman contested for the post of President through PPT Maendeleo ticket in 2005 general election. She collected about 20,000 votes. which could be considered as an achievement, considering she was contesting against a very popular presidential candidate from a very strong CCM party, that enjoys a wide national membership and support. Three other women from the opposition parties namely: TLP, NCCR – Mageuzi and CHADEMA contested also as presidential running mates in 2005.

Another major achievement was revealed in 2006, when women were appointed to hold key ministerial positions. Overall 20% of the cabinet of Ministers and Deputy ministers are women, including 6 full ministers and 10 deputy ministers. Among the ministries which were headed by women include: Finance, Foreign Affairs and international Cooperation; Education and Vocational Training and Legal and Constitutional Affair; Ministry of Community Development Gender and Children; The President's Office, and Public Services Management.

In 2010 for the first time a woman was appointed Speaker of the national Assembly after she had served as deputy speaker since 2005. There have been similar gains at other top decision making positions such as District Commissioners, Regional Commissioners and Judges. However, in 2011 there was a major shift after a reshuffle of the cabinet, the number of women leading key ministers was reduced to eight ministries namely: Presidents Office Public Management Services, Ministry of Environment, Ministry of Empowerment and Investment, Information, Sports and culture, Ministry Local Government and Regional Administration, Ministry of Land, Housing and Human Settlements, Ministry of Community Development, Gender and Children, and Ministry of Labor and Employment and deputy ministers to three namely: Ministry of Community Development Gender and Children, Ministry of Finance, Which made the total number of women full and deputy ministers to be eleven (11). Although these notable achievement is worth noting most women parliamentarians were elected through affirmative action which is in principle a stop gap measure until such a time that structural barriers to women's participation in electoral positions no longer exists. However given patriarchal notions still permeating our society, they have a different status. Special seats MPs for example do not receive the same emoluments as those who contested in their constituents.[4]

At local council level, gender representation in both urban and rural areas has also been increased through affirmative actions. This trend started in 1985 through the introduction of special seats for women. It was further

[4] Gender Profile of Tanzania : Enhancing Gender Equality, 2007 Dar es Salaam Tanzania

strengthened by the constitutional amendment of 2000 which stipulated that the number of special seats should constitute 30% of the total number in urban and rural district.

At local government level, the government has put a great deal of emphasis on the reform of local government with its focus on district and municipal councils. Participation of men and women is one of the major concerns of the Reform Program.

Due to the fact that women are not well represented in the political and decision making processes, the Government has used affirmative actions to ensure a more equitable representation of women in the district and municipal council and their sub-divisions particularly the wards. In 1997 the government mandated that 25% of the members of municipal and district councils must be women, either elected or through special seats. In 2000 the number was raised to 33.3%.

In the key political appointments at the regional and district levels there have been some gain but the progress has been slow. By June 2006 out of 21 Regional commissioners only 3 were women equal to 14 percent where as out of 21 Regional Administrative Secretaries 7 were women which is 33 percent, and year 2010 were 10 which is 40%. There has been more progress in the number of women District Commissioners from 19 in July 2005 to 27 in July 2006, constituting an increase of 17 percent. However, there was little change between 2005 and 2006 in the number of District Administrative Secretaries.[5]

While the increased number of women in high level decision making positions is critical for promoting gender equality, there is no guarantee that having women in power alone will automatically promote or enhance gender equality. All these women leaders are a product of the patriarchal and class system and may be influenced by the patriarchal social norms instilled in them at a very early age and reinforced by traditions and customs, as well as privileges that come with class and power.

In addition, women in such positions may not be aware of gender issues or how to lobby for them. These are among the limitations that are being addressed by the MCDGC and NGOs active in gender and human rights issues. Many leaders are provided with gender sensitization skills for lobbying and advocacy but much more support is needed. Women parliamentarians have realized the need for mutual support and have formed a Women Parliamentarians Association.

The reasons for continued low participation of women in politics and high levels of decision making are both socio-cultural and socio-economic. In the first place, there is the dominant patriarchal system that affects social relations

[5] URT, Tanzania Gender Indicators Booklet, 2010

between women and men and accords women a lower status in society. As a result, both men and women consider the latter to be incapable of taking up leadership positions in politics and public spheres. By transposing intra household gender politics, many question the ability of women to hold public office on the basis of a notion that women "cannot assert themselves in the household". When such notions are capitalized by political opponents, many female candidates fail to obtain even the women's votes during parliamentary and civic elections.

The same culture prevents women from campaigning as freely as men. For instance men can move around freely in bars during campaigning, whereas women are not expected to do so. Women visiting bars are considered to be villain. Traditional roles accorded to women give them less opportunities and skills to participate and debate in public meetings. Even when women turn up for village meetings, they usually sit apart from men and seldom participate actively. NGOs like TAMWA, TGNP, networks and coalitions like FemAct have conducted a series of capacity building sessions to empower potential women candidates to effectively contest in politics. The provisions of Special Seats also prepare women to gain enough confidence to contest in constituencies.

Socio-economic factors also contribute. Women, particularly in the rural areas, are less educated. This contributes to their lack of confidence to speak in public and limits their ability to articulate issues with clarity in public debates. At the economic level, women have fewer resources required for campaigns, especially in the environment where a lot of expenditure is required. In a situation where poverty is quite common especially for women, gifts in the form of cash or kind can easily influence a person's decision during vote casting.

2.2 Economic arena

The economic history of women in Tanzania is obvious, that women in Tanzania own less of the economic wealth and property although they are the main producers. For example, in agriculture, 74% of the Tanzanian population derives their livelihood from agriculture, the majority being smallholder famers who constitute over 95% of the farm holdings, produce more than 90% of the food and account for 99% of the cultivated land. More than half of these smallholder famers are women and 74% of those engaged in agriculture are poor.[6] Most of the rural farming is done by women, but have less power to the production they make[7]. Women form the majority of the population in Tanzania (more than 51%) and they are the main economic actors by engaging in production of wealth, goods and services as well as playing the role of reproduction of human labour. However, their contribution has been considered as insignificant because most of the work they do is not given a monetary term. Studies have shown how women labor, regardless of the

6 Poverty and Human Development Report , 2009

7 TGNP, Kilimo Kwanza Policy Brief: What is it and what does it Mean for Marginalized Women and Men of Tanzania?, 2010

maximum contribution they make to the economy, it is not fully recognized in the national accounting system and therefore they are not rewarded (in GDP their work is not added to the calculation of the GDP.) Women economic empowerment is one of the critical areas emphasized in the BPFA and the government committed itself to the advancement of it.

Financial NGOs, such as PRIDE, FINCA, SELF, MEDA have adapted , created and applied innovative products in their micro-finances operations to provide credit facilities to rural and urban poor women without demanding collaterals like registered houses, plots, etc. These financial services have enabled more women to secure some capital to carry out economic activities. NGOs like EOTF, WIPE, and WAMA provide women with training in entrepreneurship and business management, and establish networks to competitively access local and international markets.

While this approach has allowed its beneficiaries to advance themselves in terms of economic opportunity and income, it represents a continuation of former strategies which have been severely criticized in national, regional and global fora for their failure to lead to a major transformation in the economic situation for the majority of women.

Other NGOs especially those within FemAct have continued to lobby and advocate for major changes in macro-economic policies so as to attain employment/livelihoods for all and a stronger, more just and equitable economy. For instance, FemAct through TGNP's Gender Budgeting Initiative (GBI) has continued to lobby for alternative macro-economic policies, planning and a gender sensitive budget so that more resources are directed to improving social and economic status of all women, and especially the most marginalized.

TAWLAE and ENVIROCARE expose women and communities at large on simple technologies, skills for carrying out economic activities while ensuring sustainable use of land, water and other natural resources. Other NGOs creatively design ways to help people overcome barriers to accessing important resources for investment and improving their living conditions. The latter refers to the efforts of NGOs like WAT, which through its Housing Support Services and the WAT SACCOS has facilitated low and middle income women to upgrade their settlements at Hananasif in Kinondoni District and acquire Certificates of Right of Occupancy (CRO) that can be used as collateral in accessing loans and credits from formal financial institutions for other economic activities.

The Government's and NGOs' efforts have met with some noteworthy achievements as follows. First, awareness that the use of gender lens in preparing, implementing and evaluating budget resources has been increased among both government and civil society actors; and this has also led in some cases to increased resources for women's priority needs from

central and local government sectors, such as the government's commitment now to a road plan to improve delivery of maternal health services in both rural and urban areas (Health Policy, 2007).

Secondly, lobbying for gendered and pro-poor policies and programs have led to formulation and institutionalization of gender equality and women advancement components within major policy frameworks such as MKUKUTA and MKURABITA.

Thirdly, an increase of financial institutions such as Tanzania Women Bank, SACCOSs, and financial NGOs that focus on women economic empowerment has enhanced access to financial resources for some women. The provision of training, skills, and simple technologies have improved livelihood and empowered some women to confidently and competitively engage in economic production and business activities to contribute to economic development and poverty eradication. However, the high interest rates and other charges, demand for collaterals, complicated procedures, etc. prevent most low income women to enjoy and benefit from these financial services. Fourth, there is an increased awareness of women's active role and contribution to the household and national economy in both paid and unpaid work, arising partly from research and documentation activities carried out jointly by government and NGO actors – a good example being the Time Use study which the National Bureau of Statistics incorporated into the Integrated Labor Force Survey of 2006 (NBS 2007, TGNP 2009).

Despite the efforts and achievements, the big challenge lies in reworking of the growth oriented neoliberal macro-economic policies that are unfriendly to the marginalized and poor men and women. This follows from the fact that market led economy and globalization call for an enabling environment for multinational corporations and maximizing profits; and not empowerment of poor women to effectively contribute and equally benefit from the national economy.

The role of the state/ government in the economic sphere should also be rethought in Tanzania, and Africa, as is happening in the developed countries of the world, where governments have replaced ultra-liberal and deregulation policies with greater state intervention so as to ensure a more stable, just and equitable economy. While policy advocacy NGOs should keep on lobbying for pro-poor and gendered policies, the financial NGOs must rethink their commitment to empowering, rather than enslaving and exploiting women in high interest micro credit schemes.

Finally, while liberalization of the economy has provided expanded opportunities for women to earn incomes, the main beneficiaries have been better off women, particularly those in the urban areas. For the poor urban woman and most rural women, the new macroeconomic policies have meant hard work for very low returns; a strategy for survival, rather than for economic

and social transformation. In the formal sector, women are generally relegated to the lower level of the employment scale in terms of income and regularity of employment. Those with little education and skills are the most vulnerable to sexual harassment, which they often have to put up with in order to keep their jobs. In the face of few employment opportunities in the formal sector many women resort to working in the informal sector where the conditions are risky and incomes unreliable. In some of the establishment in the private formal sector, the rights of the workers are also not stringently monitored and hereto, women are more vulnerable than men.

2.3 Social cultural arena

Tanzania is consisted of about 120 ethnic groups mostly of Bantu origin. The Bantu speakers include such ethnic groups as the Wasukuma (the largest ethnic group) the Wachagga, Wapare, Wabena, Wangoni, Wamakonde, Wanyamwezi and Wanyaturu etc. The most famous non-Bantu ethnic groups are the Wamasai, Wasandawe, and Wairaq. Citizens of Arab, Asian and European descent constitute only about 1% of the population but are quite prominent in business and the professions.

Given the multi-ethnicity of the population people follow a range of cultural practices which include a wide variety of arts and crafts, traditional theatre, music and dance, many customs however, are premised on male power, ruled by male elders and unequal gender roles. Many practices that were once functional in the distant past have long outlived their usefulness or else taken on a new twist due to historical forces such as colonialism, capitalism with its emphasis on the male accumulation of wealth using unpaid labor of women and children.

In the course of the evolution of these customs and traditions and the elaborate set of mechanisms to enforce and perpetuate these customs, women have come to be considered as the inferior sex not only by men but also by women themselves.[8] This is perhaps the most dangerous impact of these customs, when women and girls accept the situation as an integral part of their customs and traditions. It affects women's participation in education especially at higher levels and particularly in science subjects; it also affects their participation in public meetings involving men and women, a silence rising from discrimination against active women, socialization, and/or fear of relatives for being insubordinate.

Patriarchal relations that underpin the socio-cultural sphere largely determine the male bias in allocation of resources at the family, household and community level, including the labor of women and children, and assign gender specific roles to men and women.

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8 Gender Profile of Tanzania: Enhancing Gender Equality, 2007

There are many manifestations of the discriminatory nature of these customs and traditions. One of the most common impacts of negative customs and traditions is the plight of widows in many Tanzanian communities. According to customs and traditions in many tribes, when the husband dies, the widow is either inherited by male relatives, or disinherited of marital property, even when she contributed towards its acquisition, and left with the sole responsibility of looking after the children or the children are taken away by relatives where they are often ill-treated. The continuation of this practice is a complete violation of the principles of CEDAW in which the Tanzanian government signed and agreed to eliminate all forms of discrimination against women and to remove all laws, customs and practices that are discriminatory. Unfortunately such laws still exist in Tanzania and women and girls are most affected. A good example is the Marriage Law of 1971 which allow girls, with the consent of their parents to marry at the age of 15 years.

Unequal gender division of labor perpetuates female subordination at the household level. In agriculture, women have to carry out nearly all the tasks after the land has been tilled especially for food crops, which is considered to be the responsibility of the woman. At the domestic level, women are responsible for all the tasks needed to sustain family life and welfare (cooking, washing, collecting fuel, wood, etc) as well as the care of the young, the very old and the sick. High morbidity rates and poor access to health facilities increases the burden of looking after the sick.

Corresponding gender roles are imprinted into the minds and behavior of girls and boys at a very early age. In a recent discussion on children's rights in Kisarawe District, girls reported that boys were reluctant to fetch water because they were queried by their older male relatives if "they (the boys) wanted to develop breast like their sisters" The socialization process also affects girls' self esteem. Many girls are told by their parents and female teachers that they should not specialize in science studies at secondary school level, to the effect that, even with affirmative action at the tertiary level, there is still a great gap of gender disparity between girls and boys in the enrolment and performance in the faculty of Science.

One of the ways used to inculcate patriarchal customs and traditions is through rites of passage of both girls and boys. Girls are taught to be obedient and respectful to men and to be subordinate to them as an expression of feminine grace. Boys on the other hand, are taught that to be truly masculine, they must be assertive and aggressive, especially towards women. For many girls this also goes with the painful and humiliating practice of female genital mutilation. A recent assessment of the practice found that: Tanzania is one of the countries in which FGM is widely practiced. It has been estimated that about 18% of Tanzanian women undergo FGM but the actual extent of the problem is not known because of the reluctance of some communities to talk about the subject. One of the reports claims that nine regions had higher than 20% of women undergoing FGM with the highest number of cases being in

Manyara, Dodoma, Singida, Arusha and Mara in contrast it argues that some regions like Rukwa and Kagera have less than 1%[9].

TAMWA has consistently campaigned for this practice to stop. The practice wrongly promotes that the mutilated women will bear more children, or that it will protect women from genital infections, but underlying to all this is the need to control women's Sexual behavior so that they remain faithful to their husbands. The irony is that FGM is performed by women who have undergone this painful and scarring practice themselves. It is also perpetuated by mothers who fear that if uncircumcised, their children would not find suitable husbands.[10] Recent research suggests that FGM has begun to decline partly through awareness raising by several civil society organizations, including TAMWA at the national level and several regionally based NGOs. The passing in parliament of the sexual offences Special Provisions Act (SOSPA), 1998, was a major breakthrough in the fight against FGM as an illegal act and practitioners and the parents who cooperate in the practice are subject to prosecution. Nevertheless, the practice continues, in some cases with the help of professional health personnel, and increasingly targets defenseless infants and very small girls.

Article 4 of the addendum to CEDAW, entitled the Declaration on the Elimination of Violence Against Women and a similar addendum to the SADC Declaration on Gender and Development, entitled the Prevention and Eradication of Violence Against Women and Children, 1998, both condemn gender violence and commit the signatories to abolish all traditions, laws or religious considerations that tolerate or promote such violence. However, gender based violence, especially at the domestic sphere is on the increase.

Another tradition that has persisted is early marriages particularly in the rural areas. Indeed in some places there has been a decline in age of marriage due to impoverishment. Girls are forced to marry, some as early as 11 years before they are ready, both psychologically and physically. The Marriage Act of 1971 sets the minimum age of marriage for girls at 15 years, contradicting the international and national definition of a child which is any person below 18 years of age. The Marriage Act, 1971 especially discriminates against girls because the minimum marriage age for boys is 18 years.

Early marriage for girls is partly cultural because parents want to ensure that girls do not get pregnant before being formally married. However, underlying the cultural reason is a very economic reason – the need and sometimes the greed of fathers to get a good bride price. A girl who gets pregnant before marriage does not get a good bride-price.

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9 Gender Profile of Tanzania: Enhancing Gender Equity, 2007

10 TAMWA Annual Report 2005.

Education is critical for attainment of gender equality and advancement of women. Both the Government and NGOs have collaborated to attain gender parity in education, training and employment. The government has expressed its determination to eradicate illiteracy, reduce gender disparity in the education sector and to improve the quality of education, although this remains too often at the level of rhetoric, given the lack of enough attention to quality education or enough resources of skilled and trained teachers who have adequate motivation.

The vocational training programs provide women with improved skills to eventually enhance their performance, and improve job status. Policy advocacy NGOs (e.g. TEN/MET, HAKIELIMU, FAWE- TZ) call for the improved, accessible and available quality education for targeted boys and girls, while education service delivery NGOs such as CSSC complement the Government's efforts through their 3 universities, 6 teacher training colleges, 220 secondary schools, 65 primary schools and 154 vocational training centers. Yet, other NGOs like FAWE -TZ, MAARIFA call for the establishment of special schools for girls with boarding facilities and schools of excellence with gender friendly curriculum and teaching environment while some other NGOs provide scholarships to academically enable girls from poor families.

Moreover policy advocacy NGOs have demanded for the development and implementation of concrete strategies, including affirmative action, to ensure gender parity (50/50) in education especially at Form 5 – 6 and tertiary levels, and for the abolishment of the regulation of the Ministry of Education which prevents pregnant girls from re-entering primary, secondary and high school. In the case of the latter, the government has agreed and is developing a re-entry policy to allow pregnant school girls to return to school.

The above government and NGO efforts resulted in the following. First, construction of ward secondary schools and changing of all government boarding schools into high schools led to the increase of a number of girls enrolled in secondary and high schools. For instance, a total of 64,843 form 5-6 students were enrolled in public schools including 38,427(59.3%) boys and 26,416(40.7%) girls respectively. Further, about 43,896 were enrolled at form 5-6 in Non Government schools including 26,817 boys (61%) and 17079 (39%) girls respectively. Although there is an increase in student enrolment both in public and private schools, the number of girls are still low compared to boys (URT, 2009).

Secondly, the establishment of the Higher Education Loan Board to provide loans to qualified male and female university students has reduced the financial problems that constrained many girls to access higher education.

Thirdly, the re-entry policy for pregnant girls is now in place and strategies are being worked out for its implementation. Fourth, the increased construction of classrooms, toilets, laboratories, libraries, offices, teachers' houses and other

infrastructures – albeit still very little compared to the need – has ensured a conducive environment for students and teachers and certainly an incentive for commitment in studying and teaching. Fifth, the increased vocation training centers give opportunity for more girls to acquire life skills and professionalism. Fifth, mainstreaming of practices of gender responsiveness programs in schools and colleges enable gender awareness and appreciation of gender equity and equality. Sixth, the enactment of Employment and Labor Relations Act (2006) addresses human rights of women in employment and labor issues.

Notwithstanding the above efforts and achievements, quality of education and better facilities and the employers' non-compliance to all the standards that promote equality at places of work equally stand as challenges. Thus NGOs must collaborate with the Government to develop and implement concrete strategies to ensure gender parity in education and equal employment opportunities. NGOs must cooperate with the government and strategize on the effective implementation of the re-entry policy for pregnant girls and in designing ways to eradicate all forms of sex discrimination and gender bias in education, including both public and private education systems.

On health issues, there have been major gains in health, especially for infants and children. Financial investments in the sector have increased although they still not reached the 15% level agreed upon by members of the African Union at Abuja. A major achievement is vaccination coverage for children under five year's age, reaching about 90% coverage for BCG, measles, and DFT3. There has been a promotion of insecticide treated bed nets (ITN'S) to prevent malaria; and a Community Health Fund (CHF) has been introduced.

A major challenge remains, however, in terms of the financial cost of the health services for poor women and families, due not only to the policy of cost recovery and associated user fees, but also the high prevalence of illegal charges extracted from ill people by health worker s, especially in public health facilities.

The government introduced the Community Health Fund, which only reaches about 10% of the population, largely the well-to-do. According to the Health Sector Review carried out in 2003, the CHF has proved very useful in reducing the shortage of drugs and medical supplies for those who have joined, in some regions. The Ministry of Health has also instituted a policy for exemptions from cost sharing for special categories of persons: MCH Services (but not completely for child delivery); children of age five and below, patients with specific illnesses such as cancer, tuberculosis, leprosy, AIDS and epidemic diseases like cholera, meningitis and plague.

On maternal mortality , Inadequate access to care is perhaps best exemplified by the persistent high maternal mortality rate (MMR) which has continued to

be a matter of concern because of the high rate of 549/100,000 compared with 24/100,000 for Cuba, 45/100,000 for Mauritius, and 60 for Sri Lanka- none of which are among the developed countries. Tanzania's MMR is also much higher than that of several countries in Southern Africa. According to the UNDP Human Development Report of 2003, for example, the following MMRs were documented: Namibia 370, Swaziland 370 and Lesotho 530, which is close to that of Tanzania.

Most maternal deaths are caused by poor health of the mothers, poor nutrition exacerbated by malaria and poor delivery services. While poor health may be due to social economic and social cultural factors, poor delivery services are usually associated with home deliveries under supervision of persons who are not equipped to handle deliveries especially those with complications. In 2005 less than half the births were taking place in a health facility or being attended by trained personnel with wide regional differences. The poor are especially affected; the highest number of births delivered at home is among poorer women who also have less opportunity for pre-natal care and timely diagnosis of possible delivery complications.

There is an acute shortage of trained midwives in public health facilities with the exception of regional and national hospitals, which are mainly located in urban areas. Even in large cities like Dar es Salaam however, there are cases of neglect and discrimination in provision of post-natal care; and generally there is over-crowding even in referral hospitals to the extent that women are compelled to sleep on the floor.

The HSSP also pointed out that about 250,000 women every year suffer from disabilities due to inadequate care during delivery. Another source shows that approximately 335,000 women in Tanzania are estimated to experience acute obstetric complications annually and 175,000 suffer from life-threatening complications.[11] One of the most socially debilitating complications is Vesico Vagina Fistula (VVF). Poor maternal health at times affects child survival and development as it results in low birth weights with a high risk of child death before the age of 5 years.

2.4 Women's need for information

Access to information is power. For centuries, women have been denied the right to information. Their double role at the household level and poor economic status have left women less and less informed on many issues including their basic rights. Information such as that related to their own reproductive health, information on education facilities, on employment and on policies that affect them and about their legal rights. The HIV/AIDS pandemic, for example, is not being transparently, threats and creation of fear

11 UNICEF, Situation of Children in Tanzania, 2001, Dar es Salaam

are propagated instead of strategically deliberating on the gendered impact of the underlying factors.

2.5 Need for information on economic issues

On the economic arena, women lack market information on their agricultural products. As seen previously, women constitute more than 74% of small scale farmers; unfortunately they lack relevant and timely information about their produces. This situation forces them to sell their crops at a very low price to middle men who are well informed about the market prices of crops and whose interest is to obtain super profits at the expenses of women famers.

For example in Kisarawe, Mbeya-Ijombe, and Kishapu-Songwa women complained that exploitation by middle men is part of their lives because even one does not want to sell crops to them there are no other options.[12] Kisarawe is another example where middle men purchase cassava in the fields at very low prices so that they can harvest and sell at higher prices that are more than five times of the prices given to farmers.[13] This is happening because famers especially women lack access to information on market and prices of their produce. There is also a problem in accessing information on Agricultural inputs at the right time so as to enable timely cultivation, application for fertilizers and pesticides.

Information on credit facilities is also a challenge for especially the poor or and rural women or rural women. Important information on small businesses and credit facilities can only be accessed in urban areas thus beneficiaries are mostly women living in cities and towns hence distancing segregating the majority in rural areas. The Government and other stakeholders efforts to empower women through credit facilities is commendable, however, the interest rates are on the higher side compared to profits gains. Women are not well informed on hidden costs involved in credit facilities; this has resulted in women losing their property for failure to repay their credits on time.

Information about business opportunities is also a scarce resource for women especially those living in rural areas and other marginalized groups. Business opportunities only reach the few women who are economically better and connected with decision makers in their respective areas. Often, due to a woman's triple roles, time to search for information is very limited leaving them behind on their basic rights of accessing current and relevant information so as can be able to make right and informed decisions.

2.6 Need for information on political issues

In the political arena, challenges lie on the methods that are used to disseminate information, because they have not been analyzed with a gender

[12] TGNP, Participatory Action Research Report in Ijombe Mbeya, Songwa Kishapu and Mkambarani Morogoro, 2012

[13] TGNP, Participatory Action Research in Kisarawe, 2010

perspective. Use of TVs, radios, Newspapers, Information and Communication technology and various publications has been the popular ways of informing citizens. Women and other marginalized groups such as people living with disabilities, PLHA's and people living in rural areas, cannot be reached easily by these methods/ channels. Alternative channels and mechanisms for information dissemination such as use of performing arts, use of dramas, picture codes and films, will help to compliment conventional ways of disseminating information. Information and Communication Technology needs to be an integral part of both mainstream and alternative media.

Public forums and peaceful demonstrations are very important as means of delivering information especially for women living in rural areas. A good example of strategic use of alternative media was during the late Julius Kambarage Nyerere's administration, where music was used as a means of education and informing the citizens. Various programmes about development, policies, procedures, standards, together with leadership ethics were packaged and disseminated through multiple communication channels. There were deliberate efforts to ensure that people are informed on current affairs and Government programmes. Community forums and joint development activities provided spaces for information sharing.

Participatory action research conducted by TGNP in Kishapu shinyanga, Ijombe Mbeya and Mkambarani Morogoro, revealed that out of 180 women only 2 were aware of the ongoing constitutional making process in the country. Worse enough some had never seen the constitution, nor do they know what it looks like. When asked about habits related to listening to the radio or watching Television news at least in the past ten days, very few replied affirmatively.

Women contestants for councilor positions in the 2010 election from various political parties were asked during Gender training Institute (GTI) training about their awareness on the Election Law of 2009. Most of them were aware of the law but could not understand it due to the legal language used therein.

2.7 Need for information on socio-cultural issues

In the socio-cultural arena, the situation is even worse; access to relevant information at the right time is a big challenge. For instance, information about bad cultural practices such as women genital mutilation, effects of early marriage, impact of a patriarchal system, widow rights is not easy to be accessed. Information about some of these cultural practices is regarded as taboo hence women are not allowed to share with others. There is a lot of silence on cultural practices which marginalizes women. For example, during rites of passage ceremonies, girls are taught to be obedient and respectful to men and to be subordinate to them as an expression of feminine grace but they are banned to disclose any information taught and are threatened against disclosing any information lest they face a mysterious death.

In education, it is clear that women do not get opportunities to formal education like men as a result the number of women who cannot read and write is increasing. Women are also denied to access information on education opportunities due to their economic and social challenges including poverty, limited spaces for socialization, care burden at home and community. Despite the opportunities offered by ICTs , still women can not fully benefit due to limited technical skills and financial resource therefore women need skills and financial resources and enabling environment so that they can access vast opportunity and information on the internet. Distant learning for example is becoming quite common and offers a lot of opportunities to further education hence women need access to such opportunities to transform their lives.

Regarding health information, there is a challenge to access information on health issues especially for women in rural areas. Information about sexual reproduction rights can be easily accessed in urban areas but not in rural areas.

There is also silence on issues related to sexual reproductive health especially for girls living in rural areas. For instance in Songwa ward, Kishapu District, in one year, more than 38 young girls did not complete their primary education due to early pregnancies. When interviewed, it was clear that they lacked life skills, basic education and relevant information on sexual and reproductive health. CSOs have deliberated in breaking the deep silence on the right to information. For example, the campaign by the FemAct on "Return Resources to People" noted that HIV/AIDS is an issue of gendered impact, policy and resources. It requires breaking the silence and dispelling misconceptions and the associated threats on causes of HIV/AIDS. CSOs in Tanzania have been making deliberate efforts to reach the majority through a number of ways including awareness raising programmes, print and electronic media, popular media and public rallies/demonstrations.

Publicity has become the major component of the CSOs programmes. Moreover, there are opportunities that are opened up to public and outreach groups such as in the Gender and development Seminar Series conducted weekly by TGNP and others that are now widespread at community level. Other National NGO's publicity such as Hakielimu, Twaweza, LHRC, WLAC, TAWLA, TAALUMA, ENVIROCARE only to name the few are doing a commendable job on packaging and dissemination of information using multichannel.

Media houses on the other hand have made a substantial contribution towards informing the wider public. The visible gap however is gender stereotyping in the media and focus on making profit rather than serving the poor majority of Tanzanians residing in rural areas. Stereotyping of the information that is portrayed in media and other information sources continues to marginalize, humiliate and dis-empower women.

Establishment of community radios, multipurpose information centers, community gender knowledge centers, community libraries and community mobile cinemas are a credible initiative which will help to reduce the information gap in rural areas.

3.0 Recommendations:

There is an urgent need for the government to translate the constitutional right on information access into legislation to safeguard this right. There is also an urgent need for addressing gender in information related policies and programme interventions because, even with improved access to information women are likely to be bypassed due to economic, political and social cultural factors . Governments should build/ review information related policies from a strong gender perspective, to devise strategies with clear goals, and to put in place legislative and administrative measures to ensure these are achieved.

Government and other actors should invest in improving infrastructure needed for facilitating information access. Basic infrastructures such as reliable electricity, telecommunication, technological infrastructures, and transportation are very important for enhancing access to information.

Training and capacity building for women is key for facilitating access to information resources. Education is a basic tool towards breaking through other barriers that hinder women from fully enjoying their constitutional right of accessing information. There should deliberate efforts to ensure that women access formal and informal education opportunities. Skill based capacity building on ICTs, library use, engaging with media at community and national level, use of mobile phones for accessing and disseminating information, online campaigning/ advocacy and information search and others.

There is an urgent need for improving effort to generate and disseminate current, relevant, popular and user friendly information. Most of the information accessed through media, websites and libraries, to a greater extent do not reflect on the needs of a common citizen and especially marginalized women. Legal and policy information is always written in a very technical language which is difficult to understand hence there is a need to popularize such documents. Further, the use of simple and user friendly Kiswahili language is essential for facilitating access to information to the majority of Tanzanians and especially women in rural areas.

Enhancing mechanisms for information access and sharing such as libraries, tele-centers, knowledge centers, reading clubs, public forums at all levels is very important. Libraries at national and local levels are trusted and good sources of information. However they need to be transformed to reflect on the needs of specific communities. In rural areas people are not educated hence they need information resources which are user friendly and delivered in audio

and visual formats to a greater extent. Use of poetry, picture codes, songs, drama, and short films could interest rural women to use library facilities.

There is a need for government and CSOs to exert efforts in establishing more tele-centers and knowledge centres at community level as a strategy for improving access to information for marginalized groups/ rural communities. However there should a balance between technical infrastructure and relevant contents which attract women to use the centers for accessing transformative information.

Finally, there is an urgent need for the allocation of enough resources, in terms of budget, human resources and time to ensure that information sector is well resourced at all levels.

4.0 Conclusion

This paper has attempted to highlight key gender issues and needs for information in Tanzania. It focused on deliberate efforts made by the government and other stakeholders especially CSOs, in ensuring that citizenry access information. The political will and commitment demonstrated by top government leaders, is revealed through gains attained towards ensuring information access to all. However, there is still a long way to go towards ensuring that the majority of Tanzanians especially women fully enjoy their constitutional rights on accessing information for their personal empowerment as well as overall country development. The issue of translating the constitutional right on information access into legislation to safeguard this right cannot be overemphasized. Economic, political and socio-cultural challenges are clearly shown as hindrance for the majority especially women to easily access information. Urgent action is therefore required to improve existing information access strategies and mechanisms and towards establishing new ones to facilitate information dissemination and access. ICTs, community libraries, tele-centers, knowledge centers and conventional media provide huge opportunities towards easy access to information to the majority both in urban and rural areas.

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COMMUNITY INFORMATION SERVICES FOR THE ACHIEVEMENT OF *KILIMO KWANZA* GOALS

Frankwell W. Dulle

Abstract
Despite the importance of agriculture in social and economic development of most African countries, the sector is faced with a multitude of constrains. The paper suggests that more community information services to support development efforts is needed. It is beyond reasonable doubt that information is an important factor that should be considered in the implementation different strategies that have been developed to enhance community development

1.0 Introduction

Agriculture plays an important role in the social and economic development of most African countries. South Africa excluded, small-scale agriculture provide livelihoods for over 70% of the African population (URT, 2008; Mugwisi, Ocholla and Mostert, 2012). In Tanzania for example, agricultural sector is acknowledged to employ more than 70% of the total population; contributing about 25% to the Gross Domestic Product (GDP); bringing about 66% of the foreign exchange; and providing raw materials for local industries (URT, 2008).

Despite the contribution of agricultural sector in the economy and livelihoods of people in African countries, this sector is faced with a multitude of constrains. Among others, is the low productivity of the sector as a result of many interacting factors including the under-utilization of the available land, water and human resources; and lack of agricultural support services (Muriithi, Bett and Ogaleh, 2009; URT, 2008; Cole and Fernando, 2012). Over the years, the government of Tanzania, through the ruling party had devised various initiatives in order to improve agricultural productivity in the country. Examples include: Siasa ni Kilimo (politics is agriculture); Kilimo cha Kufa na Kupona (produce or perish) during early 1970s and currently Kilimo Kwanza (agriculture first) that which was launched by His Excellence Jakaya Mrisho Kikwete, the President of the Republic Government of Tanzania on 3rd August 2009 in Dodoma (Mvena, 1999; Wizara ya Kilimo na Ushirika, 2011).

Ten pillars for Kilimo Kwanza implementation include:

1. Notion vision for kilimo kwanza;
2. Financing kilimo kwanza;
3. Institutional re-organisation for management of kilimo kwanza;
4. Paradigm shift to strategic framework of Kilimo kwanza;
5. Land for kilimo kwanza;
6. Incentives for kilimo kwanza;
7. Industrialisation for kilimo kwanza;
8. Science, technology and human resources for kilimo kwanza;
9. Infrastructure development for kilimo kwanza;
10. Mobilisation of Tanzanians for kilimo kwanza.

As far as Kilimo Kwanza is concerned, pillar no. 8 is about instituting mechanisms of information generation and dissemination for support of agriculture development in the country. This paper discusses how community information services can support the achievement of Kilimo Kwanza goals.

2.0 The role of community information services to support development efforts

It is beyond reasonable doubt that information is an important factor that should be considered in the implementation strategy geared towards community development (Iya, 2009). The ultimate goal of agricultural research for example, is to generate information in the form of innovations that would contribute to increased production.

The generated innovations including better seeds and other improved farming practices are discovered through the research process, documented and normally communicated to farming communities using various pathways. It is immaterial if the generated innovations do not reach the ultimate target communities and this is probably why Kaaya (2000) asserted that the value of any research output (innovation) is dependent on the extent to which its end users can access and utilise such information. It is on that understanding that various information providers including extension workers, libraries and other community development agents involve themselves in activities aimed at ensuring farmers and other rural dwellers are informed in various aspects that contribute to society development (Obidike, 2011). With respect to the achievement of kilimo kwanza goals, community information providers are expected to offer among others, the following services:

- Provision of accurate, relevant and timely information to the research community in order to facilitate researchers to come up with appropriate agricultural solutions to eradicate poverty and hunger.
- Dissemination of technological packages to the farming communities for solving farming problems for increased agricultural production
- Dissemination of agricultural research output policy briefs for informed policy planning and decisions on strategies of poverty and hunger eradication.
- Dissemination of market information to the farming communities for better prices of agricultural commodities
- Dissemination of climate related information for timely planting and harvest of crops (Dulle, 2012).

Despite the notable effort of various information providers to rural communities, access to and affordability of agricultural information is considered to continue being a major impediment for raising agricultural productivity among smallholders in Africa (Gikandi, et al, 2009). This state of affairs is partly attributed by problems faced by various community information providers in delivering their services. The extension services normally based on extension workers direct contact with farmers had been cited to face a multitude of

constrains including the shortage of extension staff and inadequate finance to support service delivery (Kameswari, Kishore and Gupta, 2011; Mabel and Oladele, 2012). On the other hand, libraries with a potential of delivering information to rural communities have remained largely in towns and cities to serve the elite community and not readily available to the farming communities (Obidike, 2011). Some of the libraries and information resource centres despite being located in rural communities remain without appropriate and adequate information resources to serve the needy members of society in their struggle of seeking solutions to agricultural farming.

The developments in Information and Communication Technologies (ICTs) have brought a new opportunity for enhancing access to agricultural advisory and extension services. Aker (2010) described such technologies to have power of reducing communication costs, thus facilitating agricultural information and knowledge accessibility at a lower cost. Indeed, many community information providers have started re-thinking and devising ways of adopting ICTs in their information delivery and sharing with their stakeholders.

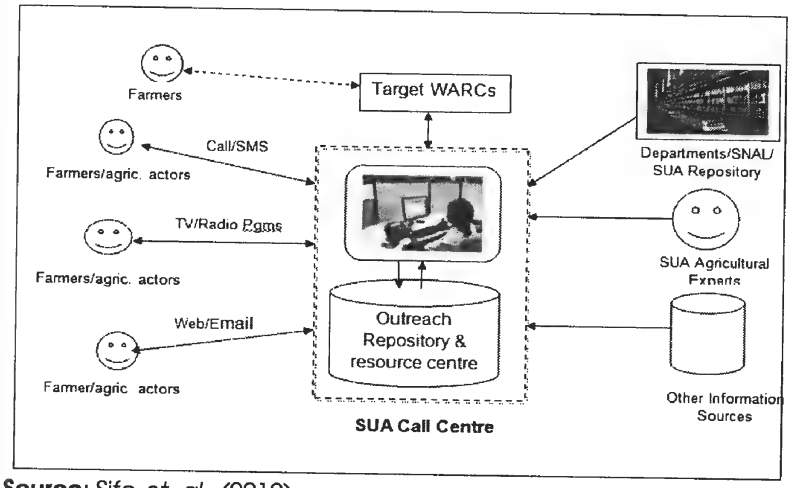
For example, Baumüller (2012) cite several examples in Africa where farmers are already benefiting from community information services through use of ICTs. Such examples include: Reuters Market Light which delivers personalised information to Indian farmers; the government-run Radio and Internet for the Communication of Hydro-Meteorological Information (RANET) project in Zambia; and the Digital Early Warning Network in Tanzania which receives information about cassava disease outbreaks from farmers via SMS. Based on this background, the Sokoine University of Agriculture is also devising an ICT-based approach to facilitate sharing agricultural information and knowledge with various stakeholders in the country a beyond. This paper is about sharing this innovative approach of enhancing the documentation and dissemination of agricultural information and knowledge.

3.0 The call centre concept for sharing of agricultural knowledge

In an attempt to enhance sharing of agricultural information and knowledge in the country, the Sokoine University of Agriculture is expected implement a pilot project on Call Centre which is envisaged to support Outreach and Advisory Services of the university. This project will be implemented by Institute of continuing Education (ICE) which is an extension arm of the university in collaboration with the computer Centre and Sokoine National Agricultural Library (SNAL) both from same institution. Selected Ward Resource Centres (WARCs) from Dodoma and Njombe regions will be involved in this project. The idea behind this project is to establish an Agricultural Call Centre comprised of appropriate information and communication facilities; identifying, collecting and packaging relevant agricultural content/material for sharing with various agricultural stakeholders including farmers.

Figure 1 below, provides a framework through which the proposed call centre is expected to operate. Based on the proposed model, SUA call /resource centre is to be populated with agricultural content in various formats. Various agricultural stakeholders in the country will be able to access such content from remote through use of various ICTs (sms, e-mail, internet). Rural Community information providers will be able to access the call centre service for delivery to the farmers. Also, other content generators will be invited to contribute their information and knowledge to the call centre for wide accessibility and visibility.

Fig 1: An Operational Model of the Proposed SUA Call cum Resource Centre.



Source: Sife *et. al.*. (2012)

4.0 Concluding remarks

The achievement of Kilimo Kwanza goals is subject to effective community information services. Conventional and isolated efforts in information provision to rural communities for agricultural development have proved ineffective. The emerging ICTs can be used by information providers to collaboratively enhance information and knowledge sharing in rural communities. The government should provide adequate support to community information providers to effectively exploit ICTs in delivery and sharing for agricultural development in the country.

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FIFTY YEARS OF THE TANZANIA LIBRARY SERVICES BOARD: TAKING STOCK OF THE GAINS AND THE GAPS IN THE LEGAL AND REGULATORY FRAMEWORK

By Paul Faustin Kihwelo[14]

Abstract

This article seeks to explore and analyze what the Tanzania Library Services Board has achieved in the past 50 years of its existence in terms of milestones covered in the legal parlance. The article briefly explores the role of libraries to national development agenda and in particular the need to have the legal and regulatory framework that will support the library in playing its part when it comes to national development. In order to put the presentation in perspectives this article has focused on both the Tanganyika Library Services Board Act of 1963 as well as the current law governing Tanzania Library Services Board namely the Tanzania Library Services Board Act of 1975. The article highlights briefly the history and development of the law governing the Board from 1963 to date. Further the article gives in great details the anatomy of the current legal regime. In addition to that the article points out the existing gaps and weakness identify challenges and put forward some suggestions for improvements. Besides being exploratory the article seeks to provoke a public debate among information system experts and policy makers on whether the current legal and regulatory framework serves the purpose for which it was meant to serve several years down the lane.

1.0 Introduction

Information and a conducive environment of its free flow is a vital tool in all forms of human endeavour. It is the link pin of national development. Libraries are essential players to national development agenda as they promote and enhance citizen participation in the development process. Libraries create a viable outlet for injection of public opinion as information is power and power belongs to the common man.

As Tanzania is gearing to become one of the three biggest economies in Africa come 2025 libraries will have a pivotal role to play in the national development agenda. A vibrant economic growth as Tanzania is currently doing at 7.1 per year needs well-documented and organized national development information meant for dissemination to users and potential users in order to consolidate national development and planning agenda records. Libraries provide people with appropriate information on development agenda and the benefits associated with national development to the common man in the street. This is on account that libraries and librarians can play an important role in the socio-economic reconstruction and development of a given country Tanzania being one of them.

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However, the smooth operation of libraries will depend upon the existence of a conducive and enabling legal framework. If the enabling legal framework is not developmental oriented then all efforts of libraries to support national development agenda will be futile. It is imperative to stress that an efficient and effective library services should be carefully prepared as part of the national development plan and that its legal system should also be in line with that goal.

Library services in Tanzania are regulated by the Tanzania Library Services Board which is a creature of statute after having come in force by virtue of the Tanzania Library Services Board[15] Act which was enacted in the year 1975 by the Parliament of the United Republic Tanzania in view of providing for the continuance of the then Tanganyika Library Services Board under the name of Tanzania Library Services Board. The 1975 Act also aimed at enlarging the functions of the Board and to provide for the management and control of the Board. The preamble to the Act reads "An Act to provide for the continuance of the Tanganyika Library Services Board under the name of Tanzania Library Services Board, to enlarge the functions of the Board and to provide for the management and control of the Board"[16].

A cursory perusal of the preamble to the Act[17] raises multiple questions to the mind of any right thinking person. I personally asked myself a number of naïve questions. First of all, whether the current Act was not an old wine in a new bottle. I tried to search and see what was brought about by the current Act which was not there in the old law[18]. Secondly I wondered to what extent has the Board's functions been widened or expanded. Lastly I asked myself to what extent has the current Act provided for the management of the Board and which control did the current Act establish for the Board and if any why control of the Board.

2.0 History of the Library Services Board

The history of the Library Services Board in Tanzania dates way back in 1963 when Tanganyika enacted the first independent Act of Parliament which established the then Tanganyika Library Services Board.[19] The main object of the 1963 Act as state at its preamble was to establish the Tanganyika Library Services Board and to provide for matters incidental thereto and connected therewith.

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[15] Chapter 102 of the Revised Edition 2002.

[16] See Preamble to the Tanzania Library Services Board Act, 1975.

[17] Ibid.

[18] It must be understood that the new Act repealed and replaced the former Tanganyika Library Service Board Act Chapter 532 of the Laws of Tanganyika. See in particular Section 22 of Chapter 102 Ibid.

[19] Chapter 532 of the Laws of Tanganyika and currently Revised Edition 2002. This was Act No. 39 of 1963.

The main function of the Board was to promote, establish, equip, manage, maintain and develop libraries in Tanganyika.[20] There were certain salient features of this 1963 Act which include the composition of the Board by then. The Board was composed by one member appointed by the City Council of Dar es Salaam and one by the Association of Local Authorities in Tanganyika.[21] Essentially Dar es Salaam by then was the only city council and had the largest population hence justification for it to be represented and the one member who represented the Local Authorities was meant to represent the other local government authorities other than Dar es Salaam.

The 1963 Act does not seem to have undergone any changes up to 1975 when the Parliament decided to repeal Tanganyika Library Services Board Act[22] and replace it with the Tanzania Library Services Board Act.[23] The 1975 Act was passed by the National Assembly on the twenty first day of March, 1975 and the President assented on 3rd April, 1975.

3.0 Anatomy of the Tanzania Library Service Board Act

The Tanzania Library Service Act has five parts (Part I to V) and one schedule. It has twenty three (23) sections in total. This paper seeks to endeavour to thoroughly analyze each section and briefly point out key weaknesses in some of the provisions of this Act for the smooth operation of the Tanzania Library Services Board.

Part I of the Act has three provisions dealing with short title and interpretation of phrases and word commonly used in the Act. The Act defines words like book, documentation services, library as well as public library. However as we shall see later on in the discussion these definitions are not exhaustive enough given the current ICT and related developments are concerned.

Part II of the Act has three provisions from section 3 to section 5. This part deals mainly with establishment of the Board under the new name Tanzania Library Services Board which is the predecessor of the Tanganyika Library Services Board established by the repealed Act[24]. The board is vested with perpetual powers of suing and being sued in corporate name. In addition to that the Board shall be able to acquire properties and dispose the same and enter into contract as well. This part of the Act also deals with the functions of the Board as well as the powers of the Board in relation to libraries. It expressly mentions the powers of the Board to be inter alia to promote, establish, equip, manage,

[20] See section 4(1) ibid.

[21] See the Schedule to the Act which is made by virtue of Section 3(2) in particular Clause 1 of the Constitution and Proceedings of the Board.

[22] Op cit note 6.

[23] Chapter 102 of the Revised Edition 2002.

[24] Chapter 532 of the Laws of Tanganyika repealed by Chapter 102 of Revised Edition 2002.

maintain and develop libraries in the United Republic, to set up, establish, equip, manage, maintain and develop documentation centres and provide documentation services, to provide facilities for the study of, and for training in, the principles, procedure, and techniques of librarianship and any other related subjects which the Board may from time to time decide, to conduct examinations and to grant diplomas, certificates, and any other awards of the Board, to initiate, sponsor, participate in, finance and assist in campaigns for the eradication of illiteracy, to sponsor, arrange and provide facilities for conferences and seminars for discussion of matters relating to library and documentation services, to provide an efficient library services both in urban and rural areas and to stimulate public interest in literature generally and in Tanzania literature in particular, to sponsor, promote, assist and engage in the production of books and other literary works and to advice the government and other parastatal institutions on all matters relating to library and documentation centres including production of books and other literary works.[25]

This part also has provisions on powers of the Board which includes inter alia to require all types of public libraries in Mainland Tanzania to be registered with the Board, prohibit employment of any person as a librarian of any public library unless that person holds a degree, diploma or other award specified in the by-laws, requiring schools and other educational institutions, including institutes of higher education to establish and maintain libraries in the manner and standards prescribed and also requiring public libraries registered by the Board to comply with the requirement of maintaining indexes and the like. The law makes it a duty of every person who prints or produces or causes to be printed or published in Tanzania any book or other literary (other than film) work intended for sale or public distribution or exhibition to supply the Board , free of charge, not less than two copies of that book or other literary work[26].

Part III of the Act deals with Administration and Financial Provisions. This has thirteen sections and is the largest part of the Act. It deals with the appointment of the Director of Library Services who is appointed by his Excellence the President of the United Republic of Tanzania, the Board shall also appoint its employees subject to the direction of the Minister, remuneration and allowances of members of the board which the minister may direct is also covered, superannuation benefits, appointment and employment of Agents and contractors, power of the Board to delegate in writing under seal all or any of its powers, functions, authorities, duties, Financial resources, power to invest Board's funds, power to borrow reserve and special funds, accounts and audit. The Minister also under this part may give direction of general or specific character as to the performance of the Board.

[25] For a detailed account of the function of the Tanzania Library Services Board see Section 4(1)(a) to (p) of Chapter 102 ibid.

[26] For detailed account of this see Section 5 of the Act.

Part IV is on Miscellaneous Provisions. It runs from section 20 to 21 and it is all about exoneration of members on liability for action done *bona fide* in execution of their duties. It provides that no act or thing done, or omitted to be done, by any member of the Board or by any officer, servant or agent of the Board shall, if done or omitted *bona fide* in the execution or the purported execution of his duties as a member, officer, servant or agent, subject that person to any action, liability or demand. It also deals with matters upon which the Minister by notice in the gazette may make regulations for the better carrying into effect the purposes and provisions the Act. These includes power of entry in or upon any premises, of inspection of any book, record or document, prescribing diplomas, certificates and other awards which may be conferred or granted by the Board, regulate the conduct of examinations held by the Board, provide for conditions which must be satisfied before enrolment of any person for any course of study conducted by the Board and procedure providing for appeals to himself against any decision, direction or order of the Board.

Part V deals with repeals and savings. It has two provisions section 22 which is on repeal of the Tanganyika Library Services Board Act[27] and section 23 is on Transitional provisions.

4.0 Emerging issues and challenges

The Law as it stands to date leaves a lot of issues not addressed. It is not a public secret that the society is very dynamic and often laws finds themselves lagging behind the development which taking place. This equally applies to the area of information system and library in particular. As can be vividly noticed from the definition section where the Act does not seem to embrace issues relating to ICT such as E-library, E-journals, Open Access issues and it provides a narrow definition of a documentation services as well as meaning of the Minister which refers to Minister for National Education which is not the case at present.

It is pertinent to note that the Act still seems to refer a lot on parastatal organizations which are no longer dominant in this error of liberalization of the economy by privatization of major means of production. The Act also refers to promoting a better understand of the principles of socialism despite the fact that Tanzania at present embraces the policy of globalization and privatization which is against the Socialist policy.[28] It only addresses the campaigns for the eradication of illiteracy leaving aside poverty.

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[27] Chapter 532 of the Laws of Tanzania.

[28] Section 4(2) reads in part "In the performance of its functions under the Act the Board shall have regard to the need of making accessible to the people of Tanzania books and other literary works which would promote a better understanding of the principles of socialism ....."

There is one thing also noticeable in the Act in particular at section 5 where it provides that the Board may make regulation requiring all or any category of public libraries in *Mainland* Tanzania to be registered with the Board (emphasis supplied by the author). Whereas the Act throughout refers to United Republic this particular provision refers to one part of the United Republic which is the Mainland leaving aside the twin Islands of Zanzibar and Pemba. It must be noted that education is a non Union matter as such the Board does not have power to deal with matters pertaining to Zanzibar. In addition to that one wonders whether with the current developments (where for instance there are more than 43 university and university colleges) the Board needs to limit its mandate to public libraries leaving private libraries unregulated.

The Act refers to the position of the Director of Library Services whereas at present the substantive person is the Director General of Library Services. In addition to the above the Act vests the duty to ensure that the accounts are audited by the Tanzania Audit Corporation which is no longer in existence hence making it none compliance with the requirements of the Public Finance Act, 2004. It also refers to the outdated Specified Officers (Recovery of Debts) Act, 1970[29] and the Parastatal Employees (Recovery of Debts) Act, 1974[30].

There are other aspects that need emphasis at this juncture such as unrealistic fines (Tshs. 20, 000/=) for contravention of the Act, failure of the law to compel local governments to contribute towards establishment and funding of libraries within their localities since the Local Government Act, 1982[31] given discretion to the local governments to establish libraries and lack of strict enforcement mechanism to ensure compliance of the Act.

It goes without saying that the Tanzania Library Services Board Act went through two but very minor amendments. The first amendment was in 1977 where the Written Laws (Miscellaneous Amendment) Act[32] amended section 5 by inserting very few words in sub-section 2 (a) "other than film" and deleting in (b) the words "record" and "film". The second amendment which was done in 1995 was the Written Laws (Miscellaneous Amendments) Act[33] which just like the 1977 amendments was very trivial in that it amended Part II Section 5(4) by deleting the whole of that subsection and substituting for it the following:-

> (4) Any person who contravenes any by-law made under subsection (1) or fails to comply with the requirement of subsection (2) or with any notice given under subsection (3) shall be guilty of an offence and shall be liable on conviction to a fine not exceeding fifty thousand shillings or

[29] Chapter 16 of the Laws of Tanzania Act No 7 of 1970

[30] Act No 37 of 1974 of the Laws of Tanzania.

[31] Act No 7 in particular the First Schedule Section 118 (4) Clause 19.

[32] Act No. 1 of 1977.

[33] Act No. 5 of 1995.

to imprisonment for a term not less than six months nor more than twelve months.

5.0 What needs to be taken on board?

It is 50 years since the Library Services Board has come into existence. A lot has been said and done but a lot needs to be done yet. It is instructive to say that due to the dynamic nature of the society the law establishing the Board and the Board itself for that matter are somewhat lagging behind as stated above. It is high time that a public debate is facilitated in order for Tanzania to have a twenty first century Board that will suit current social-economic and political realities of the time. Tanzania is witnessing a number of emerging issues which has come as a result of a paradigm shift brought about by the digital and information age that have witnessed a lot of new technological development such as Massive Online Course (MOCs), mushrooming of digital libraries and opportunities presented by Open Access, Open Educational Resources, Creative Commons Licenses and Online Journals. Similarly there have been new learners and new providers in the area of library and information systems hence it is high time that couple of issues are to be re-considered so as to protect the profession and enhance service delivery:

1. Whether we need to reconsider the current definition of Public Library.
2. Whether we need to reconsider the powers of the Board in relation to libraries at present. Should the board regulate both public and private libraries?
3. Whether or not the functions of the Board need to be reconsidered in view of the current developments. Should the board be both service provider and a regulator or should the functions be split?
4. Is there any need for the Board to exercise supervisory and regulatory functions by coordinating all activities of public libraries and librarians including but not limited to maintaining register of public libraries and librarians in Tanzania as is the case for the other authorities like National Board of Accountants and Auditors, National Board of Materials Management, Contractors Registration Board, Tanganyika Law Society, Pharmacy Board and the like. This will enhance quality control, professionalism, accountability and better service to the public. It will also mean protecting employment for Tanzanians when it comes to employing a foreign librarian.
5. Is there any need to reconsider enforcement mechanisms when it comes to the requirement for whoever prints or produces a publication to supply a board with two copies?
6. Is it not high time that Local Government Authorities establish, finance and manage libraries within their localities? Are they represented in the Board like in 1963?

7. Should we consider revising the penalties and fines imposed by the Act?
8. What best practice that we can learn from others which will improve the operation of the Tanzania Library Services Board?
9. How best can the TLSB be positioned to assist in the fight to eradicate poverty and illiteracy?

6.0 Conclusion and the way forward

The Tanzania Library Services Board Act as a creature of the parliament was first enacted in the year 1963 and later repealed and replaced by another Act in 1975. It goes without saying that a lot has happened since 1975 and even the two amendments which took place in 1977 and 1995 were very trivial despite the fact that Tanzania like most countries in the world has gone through a lot of changes from dominant public sector economy of the late 1960s and 70s to liberalized economy of 1980s and to date we are still facing a lot of developments in the form of ICT which were not there in 1970s hence necessitating revamping of the law.

As Tanzania is gearing to become one of the three biggest economies in Africa come 2025 libraries will have a pivotal role to play in the national development agenda. The vibrant economic growth of Tanzania presently at 7.1 per year needs to be supported by well-documented and organized national development information meant for dissemination to users and potential users in order to consolidate national development and planning agenda records. This will be possible only if the current legal framework is revised in order to support socio-economic reconstruction and development. This requires a thorough consultation among stakeholders prior to revising the current laws.

The fact that Tanzania is dedicated to eradicating poverty through educating its populace its high time that the law is enacted to ensure that local government authorities takes charge in establishing, financing and managing libraries within their locality so as to ensure that efforts to build more schools within each ward is supported by establishing public libraries in every ward, district and region and that these public libraries are allocated adequate funds from within their local governments budgets.

Last but not least the need to regulate, supervise and coordinate all activities of libraries and librarians in Tanzania like what the other professional bodies do in terms of standards of libraries and librarians makes it very imperative for the revision of the current law so as to ensure that the new law to be enacted takes into account all these important role for the Tanzania Library Services Board.

CHAPTER 102

THE TANZANIA LIBRARY SERVICES ACT
(PRINCIPAL LEGISLATION)

ARRANGEMENT OF SECTIONS
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Title

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SCHEDULE
CHAPTER 102
THE TANZANIA LIBRARY SERVICES ACT

An Act to provide for the continuance of the Tanganyika Library Services Board under the name of Tanzania Library Services Board, to enlarge the functions of the Board and to provide for the management and control of the Board.
(1st July, 1975)
(G.N. No. 825 of 1975)
Acts Nos.
6 of 1975
1 of 1977
5 of 1995

PART I
PRELIMINARY PROVISIONS (ss 1-2)
(PCh102s1)1. Short title
This Act may be cited as the Tanzania Library Services Act.
(PCh102s2)2. Interpretation
In this Act, unless the context requires otherwise–
"appointing authority" in relation to any member of the Board, shall have the meaning assigned to that expression by paragraph 1 of the Schedule to this Act;
"Board" means the Tanzania Library Services Board;
"book" includes any book, document, periodical, magazine, news paper, pamphlet, music-score, gramophone record, picture, print, engraving, etching, deed, photograph, map, chart, plan, film, filmstrip, microfilm, slide or manuscript, and any other article or thing of a like nature, provided for use in any library;
"Director" means the Director of the Tanzania Library Services appointed under section 6;
"documentation service" means the publication, processing, preservation, summarization and indexing of books and other literary works and includes the preparation of bibliographies, abstracts, copies and translations of books and other literary works;
"library" includes any organized collection of printed books and periodicals or of any other graphic or audio-visual materials;
"Minister" means the Minister responsible for education;
"public library" means any library to which a member of the public has or is permitted to have access, whether on payment of any fee, or by virtue of his being a member of any community, club, association, organization or institution, or otherwise;
"repealed Act" means the Tanganyika Library Services Act *.

PART II
TANZANIA LIBRARY SERVICES BOARD (ss 3-5)
(PCh102s3)3. Tanzania Library Services Board
(1) The Tanganyika Library Services Board established by the repealed Act shall continue in existence as a body corporate having perpetual succession and a common seal:
Provided that the said Board shall, after the commencement of this Act, be known as the Tanzania Library Services Board.
(2) The Board shall, in its corporate name, be capable of–
(a) suing and being sued;
(b) taking, purchasing or otherwise acquiring, holding, charging and disposing of property, movable or immovable; and
(c) entering into contracts and doing or performing all other things or acts for the proper performance of its functions under this Act which may lawfully be done or performed by a body corporate.

(3) The provisions of the Schedule to this Act shall have effect as to the composition of the Board, the members of the Board constituted the appointment of its members, the proceedings of the Board and any other matters in relation to the Board and its members which are provided for in that Schedule.

(4) The President may, by order in the Gazette, amend, vary or replace all or any of the provisions of the Schedule to this Act.

(5) Notwithstanding the provisions of the Schedule to this Act relating to the composition of the Board, the appointment and termination of under the repealed Act and holding office as such immediately before the commencement of this Act shall continue in office as the members of the board until the expiration of the term of their office as provided for in the repealed Act:

Provided that nothing in this subsection shall be construed as preventing the appointing authority from revoking the appointment of any member and appointing another member in his place.

(PCh102s4)4. Functions of the Board

(1) The functions of the Board shall be-

(a) to promote, establish, equip, manage, maintain and develop libraries in the United Republic;

(b) to set up, establish, equip, manage, maintain and develop documentation centres and to provide documentation services;

(c) to provide facilities for the study of, and for training in, the principles, procedure, and techniques of librarianship and any other related subjects which the Board may from time to time decide;

(d) to conduct examinations and to grant diplomas, certificates and other awards of the Board;

(e) to sponsor, arrange and provide facilities for conferences and seminars for discussion of matters relating to library and documentation services;

(f) to initiate, sponsor, participate in, finance and assist in campaigns for the eradication of illiteracy;

(g) to provide an efficient library service both in the urban and rural areas and to stimulate public interest in literature generally and in Tanzania literature in particular;

(h) to sponsor, promote, assist and engage in the production of books and other literary works;

(i) to assume responsibility for the revival, production and preservation of indigenous and traditional literary works;

(j) to plan and co-ordinate library and documentation services in the United Republic;

(k) to advise the government and parastatal institutions on all matters relating to the production of books and other literary works;

(l) to advise the Government and parastatal institutions on all matters relating to library and documentation services;

(m) to provide advisory services and financial and technical assistance necessary for or incidental to the proper and efficient development of enterprises engaged in the production of books and other literary works;

(n) to carry out research in the development of library and documentation services and the production and marketing of books and other literary works;

(o) to do all acts and things, which in the opinion of the Board are necessary to uphold and support the credit of the Board and to obtain and justify public confidence, and to avert and minimise any loss to the Board;

(p) to do anything or enter into any transaction which, in the opinion of the Board, is calculated to facilitate the proper and efficient exercise by the Board of its functions under this Act, including–

(i) the carrying on of any of the activities of the Board in participation with any other person;

(ii) the acquisition, by agreement, of interests in enterprises engaged in activities in which the Board may lawfully be engaged under this Act, and the management of the affairs or the continuance of the business of these enterprises;

(iii) the establishment of branches within the United Republic or elsewhere.

(2) In the performance of its functions under this Act the Board shall have regard to the need of making accessible to the people of Tanzania books and other literary works which would promote a better understanding of the principles of socialism and cultivate and enhance respect for indigenous and traditional literature and shall discourage the people of Tanzania from books and other literary works which are immoral or which, in any manner glorify or encourage criminal or other undesirable activities.

(PCh102s5)5. Power of the Board in relation to libraries Acts Nos. 1 of 1977 Sch.; 5 of 1995 Sch.

(1) The Board may, with the consent of the Minister, make by-laws–

(a) requiring all or any category of public libraries in Mainland Tanzania to be registered with the Board and providing for the form of and the fee for the registration;

(b) prohibiting employment of any person as a librarian of any public library unless that person holds a degree, diploma or other award specified in the by-laws;

(c) requiring schools and other educational institutions, including institutes of higher education, which are specified in the by-laws to establish and maintain libraries in the manner and of the standard prescribed;

(d) requiring public libraries registered with it to comply with the requirements as to the maintenance of indexes, the preparation of registers of members, the submission of financial and other returns and any other matter which may be prescribed.

(2) It shall be the duty of every person who prints or produces or causes to be printed or produced in Tanzania any book or other literary (other than a film) work intended for sale or public distribution or exhibition, whether in consideration of any fee or otherwise, to supply the Board, free of charge, not less than two copies of that book or other literary work:

Provided that in the case of any gramophone record, film or other book, not being printed material, the Board may direct that the person producing the same shall supply the Board with one copy only.

(3) It shall be lawful for the Board by notice in writing, to require the person responsible for the management of any public library registered with it to make available in or to remove from any the library books and other literary works which the Board may specify in the notice.

(4) Any person who contravenes any by-law made under subsection (1) or fails to comply with the requirement of subsection (2) or with any notice given under subsection (3) shall be guilty of an offence and shall be liable to a fine not exceeding fifty thousand shillings or to imprisonment for a term of not less than six months nor more than twelve months.

PART III

ADMINISTRATION AND FINANCIAL PROVISIONS (ss 6-19)

(PCh102s6)6. Director

The President shall appoint a Director of Library Services who shall be the principal executive officer of the Board.

(PCh102s7)7. Appointment of employees

The Board may from time to time and subject to any directions given by the Minister in that behalf, appoint at the salaries and upon the terms and conditions it thinks fit, any other officers and employees of the Board it deems necessary for the proper and efficient conduct of the business and activities of the Board.

(PCh102s8)8. Remuneration and allowances of members

The members of the Board shall be entitled to receive any remuneration, allowances and other benefits which the Minister may direct.

(PCh102s9)9. Superannuation benefits

(1) The Board may–

(a) grant gratuities or other retirement allowances or benefits to the officers and employees of the Board;

(b) establish and contribute to a superannuation fund and a medical benefits fund for the officers and employees of the Board;

(c) require any officer or employee of the Board to contribute to any superannuation fund or medical benefits fund and fix the amounts and method of payment of the contribution.

(2) Any superannuation benefit or medical scheme in operation immediately before the commencement of this Act shall continue in operation as if established under this section.

(PCh102s10)10. Agents and contractors

The Board may, from time to time, appoint and employ upon any terms and conditions which it thinks fit such agents and contractors of the Board which the Board may deem necessary.

(PCh102s11)11. Power of the Board to delegate

(1) Subject to subsection (6), the Board may from time to time, by writing under the delegate seal of the Board, subject to any terms, conditions and restrictions which it may specify, to any committee of the Board or to any officer or employee of the Board, all or any of the functions, powers, authorities, or duties conferred by or under this Act upon the Board, and where any delegation is so made the delegated function, power authority or duty may be performed or, as the case may be, exercised by the delegate subject to the terms, conditions and restrictions specified in writing.

(2) Any delegation under subsection (1) may be made to the holder of an office under the Board specifying the office but without naming the holder, and in every such case each successive holder of the office in question and each person who occupies or performs the duties of that office may, without any further authority perform or, as the case may be, exercise the delegated function, power, authority or duty in accordance with the delegation made.

(3) The Board may revoke a delegation made by it under this section.

(4) No delegation made under this section shall prevent the Board from itself performing or exercising the function, power, authority or duty delegated.

(5) Any delegation made under this section may be published in the Gazette, and upon publication shall be judicially noticed and be presumed to be in force unless the contrary is proved.

(6) The Board shall not have power under this section to delegate-

(a) its power of delegation; or

(b) the power to approve the annual budget or any supplementary budget of receipts and expenditure, the annual balance sheet or any statement of account.

(PCh102s12)12. Minister may give directions to the Board

The Minister may give to the Board directions of a general or specific character as to the performance by the Board of any of its functions under this Act in relation to any matter appearing to the Minister to affect the national interest, and the Board shall give effect to every such direction.

(PCh102s13)13. Financial resources

The funds and resources of the Board shall consist of-

(a) any sums which may be provided by Parliament by way of loan or grant for the purposes of the Board;

(b) any sums borrowed by the Board in accordance with the provisions of this Act;

(c) any gift, bequest or donation;

(d) any sums which may in any manner become payable to or vested in the board as a result of the performance by the Board of its functions under this Act or any other written law.

(PCh102s14)14. Annual and supplementary budget

(1) In this Act "financial year" means any period not exceeding twelve consecutive months designated in that behalf by the Board:

Provided that the first financial year after the commencement of this Act shall expire on the date on which the financial year of the Board would have expired had this Act not been enacted.

(2) Not less than two months before the beginning of any financial year (other than the first financial year after the commencement of this Act) the Board shall, at its meeting especially convened for that purpose, pass a detailed budget (in this Act called the annual budget) of the amounts respectively-

(a) expected to be received; and

(b) expected to be disbursed,

by the Board during that financial year.

(3) If in any financial year the Board requires to make any disbursement not provided for, or of an amount in excess of the amount provided for, in the annual budget for the year, the Board shall, at a meeting, pass a supplementary budget detailing such disbursement.

(4) The annual budget and every supplementary budget shall be in such form and include such details as the Minister may direct.

(5) Upon passing of any annual budget or any supplementary budget the Board shall submit the same to the Minister for his approval.

(6) The Minister shall, upon receipt of the annual budget or any supplementary budget, approve or disapprove the same or may approve subject to any amendment which he may deem fit.

(7) Where the Minister has approved any annual budget or supplementary budget, the budget, as amended by him, shall be binding on the Board which, subject to the provisions of subsection (8), shall confine its disbursements within the items and the amounts contained in the applicable estimates as approved by the Minister.

(8) The Board may-

(a) with the sanction in writing of the Minister, make a disbursement notwithstanding that the disbursement is not provided for in any budget;

(b) from the amount of expenditure provided for in any budget in respect of any item, transfer a sum not exceeding fifty thousand shillings to any other item contained in the budget;

(c) adjust expenditure limits to take account of circumstances not reasonably foreseeable at the time the budget was prepared, subject to submitting a supplementary budget to the Minister within two months of the alteration of expenditure limits becoming necessary.

(PCh102s15)15. Reserve and special funds

The Board may, and shall if so directed by the Minister, establish and maintain any reserve or special funds of the Board which the Board or the Minister may consider necessary or expedient, and shall make into or from any such funds any payments which the Board may deem fit or, in the case of a fund established pursuant to a direction by the Minister, as the Minister may direct.

(PCh102s16)16. Investment

With the prior approval of the Minister the Board may, from time to time, invest any part of the moneys available in any fund of the Board maintained by it in any manner which, subject to any directions of the Minister, the Board may deem fit.

(PCh102s17)17. Power to borrow

(1) With the prior approval of the Minister the Board may, from time to time, borrow moneys for the purposes of the Board by way of loan or overdraft, and upon any security and terms and conditions relating to the re-payment of the principal and the payment of interest which, subject to any direction by the Minister, the Board deems fit.

(2) A person lending money to the Board shall not be bound to enquire whether the borrowing of that money by the Board has been approved by the Minister.

(PCh102s18)18. Accounts and audit

(1) The Board shall cause to be provided and kept proper books of accounts and records with respect to–

(a) the receipt and expenditure of moneys by, and other financial transactions of, the Board;

(b) the assets and liabilities of the Board, and shall cause to be made out of every financial year a balance sheet and a statement showing details of the income and expenditure of the Board and all its assets and liabilities.

(2) Not later than six months after the close of every financial year the accounts including the balance sheet of the Board relating to that financial year shall be audited by the Tanzania Audit Corporation established by the Tanzania Audit Corporation Act *.

(3) As soon as the accounts of the Board have been audited, and in any case not later than six months after the audit, the Board shall submit to the Minister a copy of the audited statement of accounts together with a copy of the report made by the auditors.

(4) As soon as practicable after receipt by him of the copy of the statement together with the copy of the report submitted pursuant to subsection (3) the Minister shall lay a copy of the statement together with a copy of the auditors' report before the National Assembly.

(PCh102s19)19. Report by the Board

The Board shall, within six months after the end of each financial year, make a report to the Minister on the conduct of the Board's business during that financial year, and the Minister shall lay a copy of that report before the National Assembly together with a copy of the statement of accounts required to be laid before the National Assembly by section 18.

PART IV
MISCELLANEOUS PROVISIONS (ss 20-21)
(PCh102s20)20. Liability of members, etc.
Without prejudice to the provisions of section 284A of the Penal Code * or of the Public Officers (Recovery of Debts) Act *, no act or thing done, or omitted to be done, by any member of the Board or by any officer, servant or agent of the Board shall, if done or omitted bona fide in the execution of purported execution of his duties as a member, officer, servant or agent, subject that person to any action, liability or demand.
(PCh102s21)21. Regulations

The Minister may make regulations for carrying into effect the purposes and provisions of this Act, and without prejudice to the generality of the foregoing, may, by the regulations–

(a) confer upon any member, officer or employee of the Board the power of entry in or upon any premises, of inspection of any book, record or document and any other powers as the Minister may consider necessary for the purpose of ensuring compliance with the provisions of this Act and of any subsidiary legislation made hereunder or for the purpose of the investigation of or prosecution for any offence under this Act or the subsidiary legislation;

(b) prescribe diplomas, certificates and other awards which may be conferred or granted by the Board;

(c) prescribe the conditions which must be satisfied before any diploma, certificate or other award may be granted by the Board;

(d) regulate the conduct of examinations held by the Board;

(e) provide for conditions (including payment of fees) which must be satisfied before enrolment of any person for any course of study conducted by the Board;

(f) provide for and regulate disciplinary conduct of the officers of the Board as well as of students participating in any course of studies conducted by the Board, and provide for disciplinary proceedings and punishment for breach of any of the regulations;

(g) provide for appeals to himself against any decision, direction or order of the Board.

PART V
REPEALS AND SAVINGS (ss 22-23)
(PCh102s22)22. Repeal of R.L. Cap. 532
(Repeals the Tanganyika Library Services Board Act.)
(PCh102s23)23. Transitional provisions
(Transitional provisions; Spent.)
SCHEDULE
(Section 3(3))

1. Construction
In this Schedule, unless the context otherwise requires–
"appointing authority" means, in relation to the Chairman of the Board, the President and in relation to any other member the Minister;
"member" includes the Chairman.

2. Composition of Board

(1) The Board shall consist of–
(a) a Chairman, who shall be appointed by the President; and
(b) not less than seven and not more than ten other members appointed by the Minister.

(2) The appointments to be made by the Minister shall be made from amongst persons who have had experience of, and shown capacity in, educational development, literature, financial matters or administration.

3. Proceedings not to be invalid by reason of irregularity

No act or proceeding of the Board shall be invalid by reason only of the number of members not being complete at the time of the act or proceeding or of any defect in the appointment of any member or of the fact that any member was at the time disqualified or disentitled to act as such.

4. Tenure of appointment

(1) A member of the Board shall, unless his appointment is sooner determined by the Minister, or he otherwise ceases to be a member, hold office for the period as the appointing authority may specify in his appointment, or if no period is so specified, for a period of three years from the date of his appointment, and shall be eligible for re-appointment:

Provided that in the case of a member who is a member by virtue of his holding some other office, he shall cease to be a member upon his ceasing to hold that office.

(2) Any member of the board may, at any time, resign by giving notice in writing to the appointing authority and from the date specified in the notice or, if no date is so specified, from the date of the receipt of the notice by the appointing authority, he shall cease to be a member.

5. Absence from three consecutive meetings

Where any member absents himself from three consecutive meetings of the Board without reasonable excuse the Board shall advise the appointing authority of the fact and the appointing authority may terminate the appointment of the member and appoint another member in his place.

6. Appointment of temporary member

Where any member is by reason of illness, infirmity or absence from the United Republic, unable to attend any meeting of the board the appointing authority may appoint a temporary member in his place and the temporary member shall cease to hold office on the resumption of office of the substantive member.

7. Vice-Chairman

The Board shall elect one of its members to be the Vice-Chairman and any member elected as Vice-Chairman shall, subject to his continuing to be a member, hold office of Vice-Chairman for a term of one year from the date of his election and shall be eligible for re-election.

8. Secretary

(1) The Director shall act as the Secretary of the Board.

(2) In his capacity as the Secretary the Director shall be entitled to attend the meetings of the Board but shall not be entitled to vote.

9. Meetings

(1) An ordinary meeting of the Board shall be convened by the Chairman and the notice specifying the place, date and time of the meeting shall be sent to each member at his usual place of business or residence not less than fourteen days before the date of the meeting. In case the Chairman is unable to act by reason of illness, absence from the United Republic, or other sufficient cause, the Vice-Chairman may convene the meeting.

(2) The Chairman, or in his absence, the Vice-Chairman shall be bound to convene a special meeting of the Board upon receipt of a request in writing in that behalf signed by not less than five members of the Board.

Not less than fourteen days' notice of the meeting shall be given to all members of the Board in the manner prescribed in subparagraph (1).

(3) The Chairman, the Vice-Chairman, or the temporary Chairman elected in accordance with the provisions of paragraph 10 (2) presiding at any meeting of the Board may invite any person who is not a member to participate in the deliberations of the Board, but that person shall not be entitled to vote.

10. Procedure

(1) One-half of the total number of the members of the Board, or four members, whichever is the lesser number, shall form a quorum for a meeting of the Board.

(2) In the absence of the Chairman from a meeting of the Board, the Vice-Chairman shall preside. In the absence of both the Chairman and the Vice-Chairman from any meeting, the members present shall elect one of their number to be a temporary Chairman of that meeting.

(3) At any meeting of the Board a decision of the majority of the members present and voting shall be deemed to be a decision of the Board. In the event of an equality of votes the Chairman of the meeting shall have a casting vote in addition to his deliberative vote.

11. Decision by circulation of papers

Notwithstanding the provisions of paragraph 10 where the Chairman, or in his absence, the Vice-Chairman, so directs, a decision may be made by the Board without a meeting by circulation of the relevant papers among all the members and the expression in writing of their views, but any member shall be entitled to require that any such decision shall be deferred until the subject matter shall be considered at a meeting of the Board.

12. Minutes of meetings

Minutes in proper form of each meeting of the Board shall be kept and shall be confirmed by the Board at the next meeting and signed by the Chairman of the meeting.

13. The seal of the Board

The seal of the Board shall not be affixed to any instrument except in the presence of the Director or any other officer of the Board as the Board may appoint in that behalf.

14. Orders, by-laws, etc.

All orders, by-laws, directions, appointments, notices or instrument made or issued by the Board shall be sealed with the seal of the Board and shall be signed by–

(a) the Director; or

(b) any member or officer of the Board authorised in writing in that behalf by the Board.

15. Board may regulate its own proceedings

Subject to the provisions of this Schedule the Board shall have power to regulate its own proceedings.

LIBRARIES FOR DEVELOPMENT PROJECT:

PICTORIAL NEWS

Minister of Education and Vocational Training, Hon. Dr. Shukuru Kawambwa, Mp (third left) in a photo with Ambassador of Finland, Ms Sinikka Antila (Second left), IFLA President, Ms Sinikka Sipila (second right), Commissioner for Education, Prof. Eustella Bhalalusesa (first left), and Director General of Tanzania Library Services Board, Dr. Alli Mcharazo (first right)

Acting Permanent Secretary for Ministry of Education and Vocational Training, Hon. Selestine Gesimba officiating the Libraries of Development Conference in Dar es Salaam.

A group of photo of Libraries for Development Conference participants in Dar es Salaam

A group photo of Libraries for Development Conference participants in Morogoro

Director General of Tanzania Library Services Dr. Alli Mcharazo introducing the theme and working participants to the Libraries for Development Conference in Dar es Salaam

Programme Officer of Finnish Library Association, Marjatta Lahti (second right), welcoming Guest of Honor to officiate the conference

Conference participants attentively listening to presentations

Acting Director of Tanzania Gender Networking Programme, Mrs Lilian Liundi, presenting her paper on gender and information aspects

A Consultant for Equality for Growth, Mr. Mabamba Tumaini, delivering a paper on roles of public Libraries in solving SME problems

General Practitioner from CCBRT Hospital, Dr. Terry Kimaro, presenting a paper on Fistula and Information

Libraries for Development Conference is in Progress

Libraries for Development Conference is in Progress

Libraries for Development Conference in Dar es Salaam in Progress

EIFL official, Ms Monika Elbert, presenting a paper on Public Library Perceptions in Tanzania: Research Findings

NSS-LIS Network Project official, Ms Ritva Hyttinen presenting a paper on the role of the Network in developing capacity to library schools in the North and South

EIFL official, Mr Geoffrey Kimani, presenting a paper on Public Library Perceptions in Tanzania: Research Findings

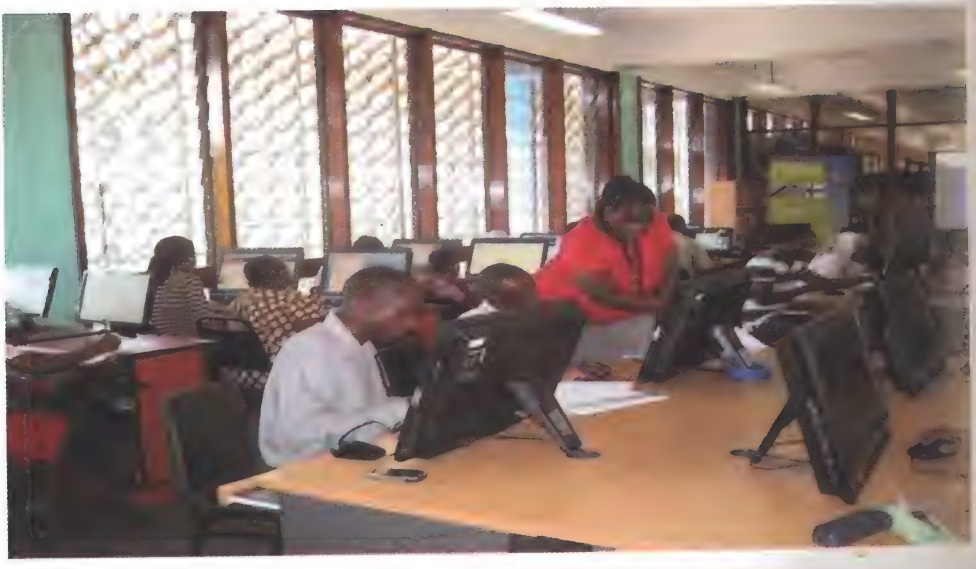
Information exchange amongst senior government officials and conference organisers

Chairperson of Tanzania Library Services Board Prof. Matthew Luhanga, Director General of Tanzania Library Services Board Dr. Alli Mcharazo and Programme Officer of Finish Library Association. Ms Marjatta Lahti, explaining the Project and the Conference to the media

TLSB and NLAS staff who were on study tour to Finland

South-South Cooperation in Practice: Director of Tanzania Library Services Board Dr. Alli Mcharazo with staff of Namibia National and Archives Services: Clementine Yakeya (right) and Beverley Van Wyk (left), at the National Central Library, Dar es Salaam

IFLA President, Ms. Sinikka Sipila delivering a lecture on Strong Libraries, Strong Societies to SLADS students, in Bagamoyo, Tanzania



Training session for SMEs staff in progress at the National Central Library, Dar es Salaam

Cattle and chicken-rearers attentively listening to an ICT instructor during their training

Planning Officer of Tanzania Library Services Board Ms Jackline Mshana, presenting a paper on ICT Capacity Building fo Farmers: A Case of TLSB Project Roles to NLASS staff in Windhoek, Namibia

Officials of Finnish's Ministry of Foreign Affairs playing with children in the National Central Library, Dar es Salaam

Small scale art-item traders are beneficiaries of the Project

Ms. Monica Elbert from EIFL-PLIP admiring cattle owned by Kitunda farmers In Ilala District, Dar es Salaam Region. Cattle owners are beneficiaries of the Project

Herieth tailoring women group in Morogoro acquiring ICT skills

Jupas tailoring women group in Morogoro acquiring ICT skills

Kilakala ward women group in Morogoro undergoing ICT training

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